

## Agenda

1. Call To Order  
**Speaker(s):** Board President
2. Pledge of Allegiance  
**Speaker(s):** Board President
  - 2.1. Roll Call - Excuse Board Members not in attendance  
**Speaker(s):** Board President
3. Public Comment Sign In Procedure
  - 3.1. Public Comment
4. Consent Agenda (Action)  
**Speaker(s):** Board President
5. Board Development and Communication
  - 5.1. Board Members' Update
6. Superintendent's Report  
**Speaker(s):** Superintendent
  - 6.1. Special Recognition of Luis Tirado for his recent state championship at Skills USA competition  
**Speaker(s):** Jovan Lucero
  - 6.2. Ralston High School Improvement Plan Overview  
**Speaker(s):** Ryan Pivonka and Stacy Athow
  - 6.3. Limited English Proficiency (LEP) Program Review  
**Speaker(s):** Stacy Athow
  - 6.4. Government Relations Update  
**Speaker(s):** Aaron Bredenkamp and Jason Buckingham
  - 6.5. NASB Updates and Information  
**Speaker(s):** Mrs. Elizabeth Kumru
  - 6.6. Enrollment Update  
**Speaker(s):** Anne Harley
  - 6.7. Strategic Plan Update  
**Speaker(s):** Multiple
  - 6.8. Special Recognition of Luis Tirado for his recent state championship at Skills USA competition  
**Speaker(s):** Jovan Lucero
7. Standards Based School Improvement
  - 7.1. Karen Western/Seymour roof repair bid (Action)  
  
**Speaker(s):** Jason Buckingham
  - 7.2. Policy 3030 adoption (Action)  
**Speaker(s):** Jason Buckingham

7.3. Curriculum Selection and Adoption Process for the English Department at Ralston High School (Action)

**Speaker(s):** Sara Zabrowski-Gates

8. Policy Review
9. Pre-Adjournment Information and Activities
  - 9.1. Announcements
  - 9.2. Board of Education Supplemental Meeting Information
  - 9.3. Future Board Calendar
10. Adjourn

## **2009 Public Participation at Board Meetings**

The board of education shall conduct its meetings in accordance with the Nebraska Open Meetings Act.

The board shall make reasonable efforts to accommodate the public's right to hear the discussions and testimony presented at its meetings. The board shall make available at the meeting, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed in open session of the meeting.

The board is not required to allow citizens to speak at each meeting, but it will provide the opportunity for public participation at least four times per year. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not require members of the public to identify themselves as a condition for admission to the meeting, nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. However, the board may require members of the public desiring to address the board to identify themselves.

Adopted on: March 25, 2019

Revised on:

Reviewed on: March 25, 2019

## **Ralston Board of Education Public Comment Procedures**

The Ralston Board of Education appreciates the public's right to provide public comment. It is the practice of the Ralston Board to listen to the public comment, without discussion between the public and the Board. Should you have a question or ask for follow-up from the Board, the Board President or Chair of the meeting will direct the Superintendent to address the requests and provide additional information to you as appropriate. We ask that you refrain from personal comments about individuals and the use of vulgar or inappropriate language in addressing the Board.

The following will help guide the Public Comment agenda item at Board Meetings and Public Hearings:

1. Persons speaking during Public Comment will be called forward individually by the Board President or Chair to the location identified for such purpose.
2. The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may only speak one time per topic and must limit comments to around three (3) minutes. In the event more than 10 individuals wish to address the board, the 30 minutes will be divided equally between the number of speakers. At the discretion of the Board President or Chair, speakers may be allotted additional time.
3. Each individual speaking to the Board will be required to identify himself or herself prior to giving public comment or when related business is on the agenda. A "Record of Appearance" card is provided for this purpose.
4. Persons wishing to appear will be heard in the order in which the Board President or Chair of the meeting determines appropriate.
5. In cases where more than one person wishes to speak on the same topic, their presentations to the Board may, at the discretion of the Board President or Chair, be grouped together by topic.
6. Persons speaking to the Board during public comment may make printed materials available to the Board but may not use any other form of media.

**Public Participation at Board Meetings Form**

**Ralston Board of Education  
PUBLIC COMMENTS**

The purpose of "Public Participation" is for the Board of Education to hear comments from the public. Since comments are not on the published agenda the Board will not discuss and/or answer questions during "Public Comments."

The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may only speak one time per topic and must limit comments to around three (3) minutes. In the event more than 10 individuals wish to address the board, the 30 minutes will be divided equally between the number of speakers. At the discretion of the Board President or Chair, speakers may be allotted additional time.

**PLEASE PRINT**

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Subject of Public Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

April 12, 2024

Dear Mike Rupprecht,

I am writing to let you know that I have decided to resign from my position at the end of this school year. I have decided to explore a different opportunity where I will not return for the next school year 2024-2025.

I am very grateful for everything I have experienced from Ralston. I have enjoyed working at Meadows and have built wonderful relationships with my students, families, and staff members. I have appreciated my time here at Ralston, and have grown and learned so much throughout my years here.

I will miss being at Meadows as I have many memories I can look back on. Again I am very grateful for my time here at Ralston and everything that I have learned. I appreciate the opportunity to have been a part of the Ralston School District.

Sincerely,

Jamie Wills

April 9, 2024

Ralston Public Schools  
8545 Park Drive  
Ralston, NE 68127

Dear Dr. Ryan Pivonka,

I am writing to inform you that I will be resigning from my position as a Special Education teacher at the end of the 2023-2024 contract year. I have accepted a position in another school district where my professional input, experience and collaboration are encouraged. I am excited by the support I have already received in my new teaching position.

It was a difficult decision to leave the students and staff of Ralston High School, but I do not feel my concerns about meeting students' needs were heard. For a class I am currently teaching, there is a lack of support and curriculum for the students who have a diverse level of communication and language skills. During meetings regarding next year's schedule I voiced my concern of feeling unprepared and unsupported to continue teaching the ACP English classes in the same format. That concern was brushed aside and it became clear that this trend would continue into next year to the detriment of the students.

Thank you for the opportunity to work with the wonderful students and being part of the Ralston High School family.

Sincerely,

A handwritten signature in cursive script that reads "Jolene Lengfelder". The signature is written in black ink and is positioned above the printed name.

Jolene Lengfelder

**Ralston Public Schools  
Board of Education Regular Meeting**

**Monday, April 10, 2024**

The Ralston Public Schools Board of Education met in an open, public session on Wednesday, April 10, 2024. The meeting took place at the Virginia Moon Administrative Center, 8545 Park Drive, Ralston, NE. The District provided advanced notice by publication in *The Omaha Daily Record* and on the District’s website, [www.ralstonschools.org](http://www.ralstonschools.org).

**Call to Order**

Board President, Mrs. Robin Richards, called the meeting to order at 6:00 pm.

**Roll Call**

In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Aaron Bredenkamp, Dr. Anne Harley, Mr. Jim Frederick, and Mrs. Marci Carroll.

**Consent Agenda**

Consent agenda items include minutes from the March 25th meeting; March Financial Report, March bills in the amount of \$512,268.67 for the General Fund, and \$2,396,569.16 for the Special Building Fund. Prior to the meeting Ms. Mary Roarty and Mrs. Samantha Willey reviewed the bills.

Recommend the following teachers be hired for the 2024 - 2025 school year:

**Diane Naughton** - RHS - Art. BA-Savannah College of Art. Previous experience: Lincoln Public Schools (2023-24).

**Mollie Frazier** - Deaf Ed. Itinerant. BA-UNL, MA-Fontbonne University, MA-UNO. Previous experience: Green Hills AEA (2015-2024).

Recommend the following resignations be accepted:

**Kathy Taylor** - Meadows - EL (Was on LOA)

**Jamie Demson** - RHS - Spanish

Motion to approve consent agenda made by Mrs. Liz Kumru and seconded by Ms. Mary Roarty.

Mrs. Krause:	Yes
Mrs. Richards:	Yes
Mrs. Kumru:	Yes
Mrs. Willey:	Yes
Mrs. Hough:	Yes
Ms. Roarty:	Yes

**BOARD DEVELOPMENT AND COMMUNICATION**

**Board Comments**

Several Board members attended the RHS baseball field grand opening. They thanked the community for supporting the Future Ready Bond Issue. Many commented that lots of

memories will be made at this new facility. The Board members also shared their excitement for the eclipse viewing events that occurred on April 8th.

### **Health Occupational Students of America (HOSA) Presentation and Recognition of Sean Mathews**

Mrs. Laura Prochaska, Ralston High School educator, introduced RHS senior Sean Mathews to the Board of Education. This year, he participated in a science cohort through Metro Community College. While conducting research, Sean discovered a new virus, beneficial to humans. He provided the Board with information on how he made this discovery and his hopes on how it will open doors to future possibilities.

Mrs. Prochaska also provided a summary of a grant she received from Nebraska State HOSA. The grant covered national and state membership fees for 40 student members. The grant funds also provided students with an opportunity to attend several medical conferences and expos.

### **District Bond Update**

Mr. Jason Buckingham provided an update for the Future Ready Ralston Bond Initiative. Highlights included:

#### **Blumfield**

- Start up on RTU's 4 out of 7 are operational
- Most rough ins are done for electrical
- Area 1 nearly complete, flooring installed, area 2 is painted, area 3 is primed, area 4 and 5 are mudded, taped and are being sanded
- Casework, dry erase and bulletin boards are installed in phases 1 and 2

#### **Mockingbird**

- Start up next week for HVAC units
- Sidewalk to be poured around the building next week
- Above ceiling inspections are near complete
- Light fixtures and ceiling grid installation is ongoing
- Elevator work is ongoing
- Construction trailer moves out on Monday
- Kitchen equipment is delivered
- Wood floor is installed in the gym
- Playground equipment delivered 4/29
- Exterior asbestos panel removal is mostly complete

### **District Financial Report**

Dr. Aaron Bredenkamp provided a financial report for the month of March.

### **Government Relations Update**

Mr. Jason Buckingham reported that the legislature was on day 58 of the 60-day session.

### **NASB Update**

Ms. Mary Roarty and Mrs. Liz Kumru recently returned from the NSBA National Conference in New Orleans. They state the keynote speakers and conference sessions were very interesting and informative. They also shared the 2025 NSBA conference will be in Atlanta, Georgia.

### **Overview of SIOP (Sheltered Instruction Observation Protocol)**

Heather Pash, a Wildewood Elementary EL Teacher, provided a presentation on SIOP Training. SIOP is a framework for planning and delivering instructional content to English Language Learners and other students. Ms. Pash stated that she and Brenna Barna, EL Teacher at RMS, provided four in-service sessions for K-12 teachers throughout the year.

The SIOP model consists of instructional strategies covering eight aspects of lesson design and delivery. Ms. Pash detailed each component and provided sample make-and-take lessons for each of the eight areas.

Feedback from 91 respondents was shared indicating this training course was incredibly helpful. Teachers stated a strong need for help applying SIOP strategies to specific lessons.

### **Mockingbird Elementary School Improvement Plan Overview**

Mr. Brian Ferguson, Mockingbird Elementary Principal, provided an overview of the current School Improvement Plan. The school's reading goal is to improve reading proficiency levels to meet or exceed state averages. They will be using both Fastbridge and NSCAS data to track progress. Mr. Ferguson presented the 2023 Beginning of Year to Mid-Year data highlights. He also discussed the action steps that are in place to improve reading scores.

Administrative Intern, Mr. Malachi Behrens, then reported on Mockingbird's goal for improving attendance. The school would like their average daily attendance to be near 95% throughout the school year. He shared that average daily attendance over the last three years has increased from 90.6% in 2021 to 93.08% in 2023. The Mockingbird team is also working on ways to decrease the percentage of students who miss 10% or more of the school year. Mr. Behrens discussed several ways their staff recognizes students and celebrates positive attendance.

### **Enrollment Update**

Dr. Anne Harley stated enrollment numbers are steady and nearly equal to the same time last year.

### **Arbor Family Counseling Utilization Presentation**

Mrs. Melissa Stolley, Director of Special Services, presented an overview of the services provided by Arbor Family Counseling to families and employees of the District. From June 1, 2023, to December 31, 2023, there was a total of 66 employees/students or their family members who utilized the program.

Referrals submitted are due to a variety of issues, with depression, anxiety, and suicide assessments accounting for some of the main categories. Other areas included stress, family conflicts, behavioral concerns, marital issues, grief/loss, and other concerns relating to mental health.

One Arbor Family Counselor holds on-site visits at Ralston High School. Families and staff can also make appointments at the Arbor Family Counseling Office.

**Superintendent Evaluation Update**

Mr. Jason Buckingham reviewed the timeline for the Superintendent Evaluation. He stated NASB would compile the results of his self-evaluation by April 15<sup>th</sup>. Board members will need to complete their evaluation of the superintendent between April 16 – 25<sup>th</sup>.

**STANDARDS BASED SCHOOL IMPROVEMENT**

**Ralston High School Hot Water Heater Bid**

A public bidding was conducted for the hot water heater replacement project at Ralston High School. A motion was made by Mrs. Katie Krause to approve the bid from Fluid Mechanical in the amount of \$140,000 for the hot water heater at RHS. The motion was seconded by Mrs. Liz Kumru.

Ms. Roarty: Yes  
Mrs. Kumru: Yes  
Ms. Krause: Yes  
Mrs. Hough: Yes  
Mrs. Willey: Yes  
Mrs. Richards: Yes

**Policy 3038 Adoption**

Policy 3038 was previously reviewed, and it was recommended to remove specific academic years from the policy. Motion to approve Policy 3038 as presented was made by Ms. Mary Roarty and seconded by Mrs. Katie Krause.

Mrs. Kumru: Yes  
Ms. Roarty: Yes  
Mrs. Willey: Yes  
Mrs. Hough: Yes  
Mrs. Richards: Yes  
Mrs. Krause: Yes

**Policy 3050 Adoption**

Policy 3050 was previously reviewed, and some minor changes were recommended to update the technology terms. Ms. Mary Roarty motioned to approve Policy 3050 as presented. Mrs. Liz Kumru seconded the motion.

Mrs. Kumru: Yes  
Mrs. Hough: Yes  
Mrs. Willey: Yes  
Mrs. Richards: Yes  
Mrs. Krause: Yes  
Ms. Roarty: Yes

### **Policy Review**

The following policies were reviewed:

3030 - Automatic External Defibrillator (AED) Program

2001 - Role of the Board of Education

5044 - Safe Pupil Transportation Plan and Pupil Trans. Vehicle Driver Satisfactory Driving Criteria

4039 - Employment of Classified Staff

5002 - Admission of Students

5013 - Promoting Student Resilience

5017 - Routine Directory Information

### **Executive Session**

No executive session was scheduled.

### **Adjournment**

The Board voted to adjourn the meeting at 8:21 pm with a motion made by Ms. Mary Roarty and a second by Mrs. Liz Kumru.

Mrs. Kumru: Yes

Mrs. Willey: Yes

Mrs. Hough: Yes

Mrs. Krause: Yes

Ms. Roarty: Yes

Mrs. Richards: Yes

The next regular meeting is scheduled for April 22, 2024, at 6:00 pm.

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Mrs. Robin Richards, President

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Mrs. Samantha Willey, Secretary

# Ralston High School

April 22, 2024



School Improvement Goals:  
Reading scores will meet/exceed State averages  
Increased average daily attendance

# Reading Goal:

Our goal is to annually improve our reading proficiency levels in order to meet or exceed state averages in reading and math as measured by PreACT & ACT



## Data Points - PreACT & ACT

	<b>PRE-ACT TREND DATA</b>	
	READING	ENGLISH
Class of 2025	17.3	13.9
Class of 2026	16.1	12.8



# Data Points BOY

## Ralston ACT Data

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2022-2023
English	17.3	17.4	18.4	18.7	15.8	14.5
Math	17.8	17.8	19.3	18.3	17	16
Reading	18.5	18.7	19.5	19.5	17.5	17
Science	18.2	18.5	19.5	19.2	17.3	16.5
Composite	18.1	18.3	19.3	19.1	17	16.1



# Action Steps

- Teachers were given comparative data with other districts to demonstrate the need to improve in rigor and curriculum using the PLT process
- PD focused on departments aligning state standards with ACT standards
- Moved to online testing for more opportunities to test students
- Students were given the opportunity to sign up for ACT prep during WIN throughout the year
- Early reminders, updates and preparation of teachers and students



# Updated Action Steps For Next Year

- **New Curriculum:** English department will implement the new curriculum in 9th and 10th grade while using PLTs to ensure support is in place for differentiated learning.
- **10TH Grade Team:** The team concept will be added for 10th grade students to ensure learning for all students and find gaps in learning that can be addressed at all levels and with all team teachers working with and collaborating for a specific group of students.
- **Increasing Rigor:** Increasing rigor by adding Pre-AP and Honors courses for core classes in 9th and 10th grade to prepare for AP and Dual Enrollment expectations
- **Tiers of Intervention:** MTSS decision rules with Tiers of Intervention have been developed and will be implemented 2024-2025 with the leadership of the RTI team.
- **Consistent Data:** PreACT will be given in both 9th and 10th grade in 2024-2025 with goals-based discussions with students and clarity in what this snapshot of data provides them in terms of improvement and course selection.
- **Progress Monitoring:** Fastbridge will be given three times a year to 9th and 10th grade students for progress monitoring and adjustments in how students are placed and given instruction in the classroom and WIN time.
- **ACT Prep as an Elective:** an elective ACT class will be an option for students to take during the school day



# What we have learned moving forward into next year...

- Focus on the process, and the results will follow.
- The greatest impact for improvement is in the classroom with good teaching and high quality materials
- Increasing rigor and expectations; students will rise to the expectations we have.
- Creating professional teams that work on the craft of teaching and focus on student needs has been highly impactful: PLTs, 9th Grade Team, 10th Grade Team, AP/Dual Enrollment Committee and Sheltered Team
- Deep data dive of Subgroup scores. Class averages going down, however, number of students "on track" are rising.



# ACT Comparisons

SCHOOL	COMPOSITE	MATH	SCIENCE	READING	ENGLISH
STATE AVERAGE	18.7	18.6	19.1	19	17.6
Platteview	21.7	21.5	21.5	21.6	21.4
Plattsmouth	18.1	18	18.7	18.4	16.8
Ashland Greenwood	20.4	19.8	21.2	21.6	19.6
Wahoo	21.5	21.2	21.6	21.7	20.7
Ralston	16.1	16	16.5	17	14.5



# Attendance



# Attendance Goals:

Improve overall attendance at Ralston High School from a below average attendance rate to above state average attendance rate, with a 1 year attendance goal of a 2% improvement. Students will be celebrated and given incentives for reaching Tier I goals and Tier II improvements.



# Attendance Data Points

## Trend Data

- Average daily attendance-
  - 2021 - 87.26%
  - 2022 - 87.33%
  - 2023 - 87.03%
- Chronic absenteeism-
  - 2021 - 484
  - 2022 - 464
  - 2023 - 458



# Action Steps

- Apply for the Foundation Grant for Tier I and Tier II Attendance Program and interventions with celebrations for attendance goals met by students.
- Create an Attendance Matters communication plan with identified expectations from the school and consequences outlined.
- Identify Tier II students for Pathways program through Latino Center of the Midlands run by Jennifer Travieso and Tier II 9th grade students for MentorU. Track data of success in these partnership programs.
- Create an automated report that is sent to the teacher after a student misses 5 days with forced documentation and call home in order to stop the report from being sent again (Teacher contact and planning first). The Dean will then implement consequences for students and call home at 10 days (call home, plan and detention), and 15 days (ISS) and 20 days (Loss of Privileges to activities).



# Updated Action Steps

- Identification of Tier II Students: (11-19 days absent semester 1)
  - Intervention Groups :
    - Intervention team members delivered content weekly by during WIN. In the future, will run this 4 times a year. Goal is to serve 160 kids. We will set incentives and talk about improvements students are having.
- Family Engagement:
  - Continue conversations with students and their families about attendance at Parent Teacher Conferences and introduce the parent survey to give additional support.
  - Teacher phone calls to build relationships with families about the importance of attendance.
  - Family Engagement Committee will work on plans for supporting families transitioning to high school and post-secondary.
- Recognition:
  - Recognize students who have improved their attendance and then those that have had perfect attendance at award ceremonies.
- Staff Engagement:
  - Have staff more visible in the hallways during passing period to encourage students to get to class on time.
  - Make phone calls home to families when students are not in school or there are concerns about the overall daily attendance of a student.
  - Starting class right away so that students to not have an excuse to not be in class on time.
- Outreach
  - RAMS (REGULAR ATTENDANCE MEANS SUCCESS)
  - 10 individuals (Administrators, Counselors, Success Coordinator and School Psychologist) will each monitor 100 kids throughout the year. They will meet with them a few times throughout the year to check in and monitor attendance and any trends that there are concerns about.



# What we have learned moving forward into next year....

Family Engagement is the #1 predictor of student attendance and engagement, so this is our focus for summer planning

Engaging learning and making the first five minutes of every class count motivates students to get to class on time, everyday

Decision rules and early warning systems will ensure students don't fall between the cracks and lose valuable learning time before being noticed

Relationships over programs! Groups, mentorships and teacher connections mean more than any program we can create.



# ATTENDANCE MATTERS



Missing class can cause you to miss important information and fall behind. When you arrive late to class, not only are you disrupting the class, but you are also struggling to catch up with what the teacher is saying. Being present and on time for class can significantly increase your chances of success.

The importance of minimizing absences includes the building of fundamental skills and traits that will be used for the rest of your career. Schools' primary necessity is to set the groundwork for student's futures, which cannot be accomplished if you do not attend your classes regularly. Throughout my time so far at RHS, forming these habits has helped me both academically and in extracurricular activities.

RALSTON JUNIORS

"WHY IS DAILY, ON-TIME  
ATTENDANCE IMPORTANT?"

# FRESHMAN TEAM UPDATE

- Percent of students on track
    - Earning 60 or more credits
      - 2021 (class of '25) - 84%
      - 2022 (class of '26) - 80%
      - 2023 (class of '27) - 87%\*
- (As of Jan 2024)



- Percent of students on track
  - Earning 60 or more credits
    - *2020 (class of '24) - 74%*
    - 2021 (class of '25) - 84%
    - 2022 (class of '26) - 80%
    - 2023 (class of '27) - 87%\*





- 2023 end of semester data: 260 enrolled students
  - 35 students did not earn 30 or more credits
    - 21 teamed students
    - 8 EL team students
    - 4 out of building students
  - Of the 35, 9 students will be caught up and will have earned the credits needed to be on track.



**QUESTIONS?**

**THANK YOU FOR LISTENING!**

# English Learner Program

April 22, 2024



“The limits of my language are the limits of my world.”  
— Ludwig Wittgenstein

# Our Current English Language Learner Population

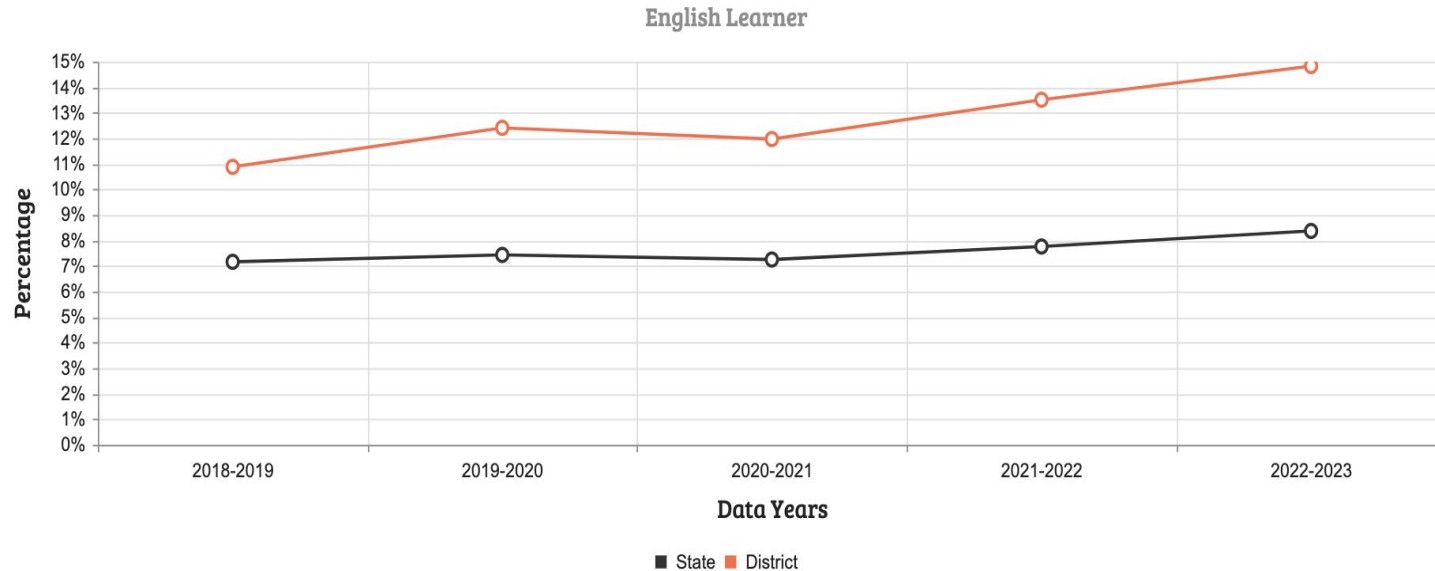
2022-2023: 474 students

2023-2024: **540 students**

**Today: 615 students**

## English Learners

What percent of students are learning the English language?



# Our Current Reality...we keep growing!

2016-2017: **6.91%** of Ralston students EL

2023-2024: **15.9%** of Ralston students EL

Today: **18.6%** of Ralston students EL

Data Years	PERCENTAGE	
	State	District
2022-2023	8.37%	14.83%
2021-2022	7.76%	13.51%
2020-2021	7.25%	11.97%
2019-2020	7.43%	12.41%
2018-2019	7.16%	10.88%



## **Current Staffing and Delivery Models:**

**Mockingbird (3 teachers and 1 para):** 178 (50 Newcomers)

Delivery Model: Primarily immersion with limited pull-out, consultation model

**RHS (3 teachers and 3 paras):** 157 students (28 Newcomers and 16 were contract-in)

Instructional Model: Newcomer, Level I, Level II, Sheltered, Mainstream

**Blumfield (1 teacher and 1 para):** 61 (17 Newcomers)

Instructional Model: pull-out, attempted push-ins

**Meadows (1 teacher):** 48 (11 Newcomers)

Delivery Model: Push-in K-3, 30 min pull out Newcomer, immersion

**RMS (1 teacher and 1 para):** 46 students (21 Newcomers)

Instructional Model: Pull-out Newcomer with online learning and Level I limited time

**Wildewood (1 teacher):** 43 students (5 Newcomers)

Instructional Model: Co-teaching, immersion, limited pull-out, mostly consultation

**Karen Western (1 teacher):** 41 (6 Newcomers)

Delivery Model: Pull-out as able, push-in when can for all grades students, immersion

**Seymour (1 teacher):** 40 (12 Newcomers)

Delivery Model: Pull-out for newer and older students, push-in as able and immersion



# ELPA21

## English Language Proficiency Assessment for the 21st Century

- The test is aligned to the Nebraska English Language Proficiency Standards and measures English learners' ability to meet the language expectations required by grade level English language arts, mathematics, and science content as specified in the Nebraska Content Area Standards.
- There are three levels of proficiency determinations: Emerging, Progressing and Proficient.
- Levels of proficiency are determined based on test performance in the language domains of listening, speaking, reading and writing.
- Students are given a score of 0-5 in all 4 domains and must receive a 4 or better in all domains to exit the program
- Students on “monitor status” for 3 years after proficiency attained



# Data Points for ELPA

ELPA21			
Data Years	Number Proficient	Total Tested	District - Percent Proficient
2022-2023	42	474	8.86%
2021-2022	37	452	8.19%
2019-2020	70	403	17.37%
2018-2019	51	381	13.39%
2017-2018	43	319	13.48%

Data Definitions for ELPA21



# Action Steps (Fall)

- SIOP Training for all instructors K-12: The Sheltered Instruction Observation Protocol (SIOP) model is a research-based teaching method that helps English language learners (ELLs). The SIOP model consists of eight instructional strategies that cover lesson design and delivery
- PLT with instructors to collaborate on research-based methods and high quality materials
  - More push-in at elementary to support CKLA
  - Leveled learning at secondary with sheltered focus
- Observations in classrooms to know what we need at instructional level
- Assess programs and budget to determine needs and priorities
- Meet with EL Coalition, MATELLS and Cabinet to research and propose vision for future of the EL program



# Updated Action Steps (Spring)

- Co teach model being explored in all buildings
- ELPA modifications for students with special needs
- Teachers being trained in Science of Reading
- Teachers discussing delivery models in all schools and high quality materials to research for curriculum
- Midland Cohort Program is being modified for a more affordable and sustainable option
- Teacher hired for middle level to develop leveled learning for grades 5-8
  - Newcomer
  - Level I
  - Sheltered Instruction with EL trained teachers



# What we have planned moving forward into next year...

- Summer retreat with all EL teachers to align delivery models
- Curriculum cycle 2024-2025 to develop consistent programming using HQIM
- Using all EL Certified instructors from the Midland Cohort Program for sheltered instruction or co teaching
- Continuing SIOP for all instructors with more practical lesson planning
- More consistent intake procedures for families and systemic procedures in district for decision rules (placement, transition, exit criteria)
- **FAMILY ENGAGEMENT!**



# *Future training for EL teachers for Family Engagement program...*



**EDUCATIONAL**  
Achievement Services, Inc.

**FLI** FAMILY  
LEADERSHIP  
INSTITUTE



EAS Inc. invites you to save the dates and *register now* for the Family Leadership Institute!

In partnership with the NDE, and project ASSETS, LTC Consuelo Castillo Kickbusch (ret.) invites you to six days of engaging virtual workshops. The workshops will help you and your family learn how to communicate better with your children, school, and community. Come join us for action, motivation, and inspiration!

**Time:** 6:00 PM – 7:30 PM Central Time

**Dates:**

**September 24**

**October 1**

**October 8**

**October 15**

**October 22**

**October 29**

**Celebrate the graduation on November 9, 2024. TBD**



# Vision for the future...

- Systemic, sustainable programs for future of program
- Central Office Welcome Center
- Upper elementary Newcomer program
- Program Evaluation using data from parents surveys, student surveys and teacher input on future programming
- Family Transition Program
- Bilingual Liaison in most schools





**"One language sets  
you in a corridor for  
life. Two languages  
open every door  
along the way."**

Frank Smith

[www.tribecalanguage.com](http://www.tribecalanguage.com)

# 2024 Legislative Session\*

Sun	Mon	Tues	Wed	Thur	Fri	Sat
<b>January</b>						
	1	2	3	4	5	6
			DAY 1	DAY 2	DAY 3	
7	8	9	10	11	12	13
	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	
14	15	16	17	18	19	20
	HOLIDAY	DAY 9	DAY 10	DAY 11	DAY 12	
21	22	23	24	25	26	27
	DAY 13	DAY 14	DAY 15	DAY 16	DAY 17	
28	29	30	31			
	RECESS	DAY 18	DAY 19			

Sun	Mon	Tues	Wed	Thur	Fri	Sat
<b>February</b>						
				1	2	3
				DAY 20	DAY 21	
4	5	6	7	8	9	10
	DAY 22	DAY 23	DAY 24	DAY 25	RECESS	
11	12	13	14	15	16	17
	DAY 26	DAY 27	DAY 28	DAY 29	RECESS	
18	19	20	21	22	23	24
	HOLIDAY	DAY 30	DAY 31	DAY 32	DAY 33	
25	26	27	28	29		
	RECESS	DAY 34	DAY 35	DAY 36		

Sun	Mon	Tues	Wed	Thur	Fri	Sat
<b>March</b>						
					1	2
					RECESS	
3	4	5	6	7	8	9
	DAY 37	DAY 38	DAY 39	DAY 40	RECESS	
10	11	12	13	14	15	16
	RECESS	DAY 41	DAY 42	DAY 43	DAY 44	
17	18	19	20	21	22	23
	DAY 45	DAY 46	DAY 47	DAY 48	RECESS	
24	25	26	27	28	29	30
	DAY 49	DAY 50	DAY 51	DAY 52	RECESS	
31						

Sun	Mon	Tues	Wed	Thur	Fri	Sat
<b>April</b>						
	1	2	3	4	5	6
	RECESS	DAY 53	DAY 54	DAY 55	DAY 56	
7	8	9	10	11	12	13
	RECESS	DAY 57	DAY 58	DAY 59	RECESS	
14	15	16	17	18	19	20
	RECESS	RECESS	RECESS	DAY 60		
21	22	23	24	25	26	27
28	29	30				

## Federal & State Holidays

January 15 – Martin Luther King Jr. Day  
 February 19 – Presidents' Day

## Legislative Recess Days

January 29  
 February 9, 16, 26  
 March 1, 8, 11, 22, 29  
 April 1, 8, 12, 15, 16, 17

\*The Speaker reserves the right to revise the session calendar.

# 2023 ADVOCACY HANDBOOK

FOR THE 2023 LEGISLATIVE SESSION

NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2023  
AND A GUIDE FOR EFFECTIVE ADVOCACY

AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 18, 2022

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

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The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans.



# WELCOME - YOUR ROLE

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## CAN YOU REALLY MAKE A DIFFERENCE? YES YOU CAN!

No one is more qualified to talk about your school district, your community, and your needs related to providing a quality education than you! With your help, NASB is an advocate for public education and local school governance ... and YOUR collective voice in the Legislature.

- NASB strives to serve its members to work as a team with legislators and state officials, to share the story of their district/ESU, to secure laws and regulations that benefit all of Nebraska's public schools, lobbying in support of your school board and local control.
- NASB is guided by a legislative agenda that is developed annually by YOU, initiated with submissions from YOU, and approved at the NASB's Delegate Assembly each November by YOU.

### DID YOU KNOW: #weLIVEhere

79% of Nebraska's 1,700 locally elected School Board Members serve at or within 100 miles of where they graduated ... with 51% serving AT the district they graduated from. You are a locally elected official and a community leader. As a school board member, you are in an excellent position to educate and influence the legislative process, and are seen as a key resource on education policy for your district.



We encourage all boards to include a legislative update as a part of each meeting, and to discuss/share key legislative information within your community. Advocacy is year-round, not just during the session itself. Bookmark the Government Relations page of [www.NASBOnline.org](http://www.NASBOnline.org) for updates and information, and make sure to utilize NASB's *Legislative Notes*, videos, NASB's Bills page and more, summarizing all of the pertinent items related to public education in Nebraska.

## 2023 LEGISLATIVE CALENDAR

January 4	2023 Legislative Session begins
January 18	Day 10: Last day to introduce bills
January 22-23	Legislative Issues Conference - Embassy Suites Lincoln
June 9	Day 90: Final Day of the 2023 Legislative Session
July 1	Call for Legislative Submissions for 2024 consideration due
November 17	2023 Delegate Assembly - Omaha

(All Dates are Tentative & Subject to Change)

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# YOUR ROLE - ADVOCACY & ENGAGEMENT

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## SHARE YOUR STORY

### ASK YOURSELF: HOW CAN YOU BEST SHARE YOUR DISTRICT'S STORY?

LEGISLATORS CARE ABOUT YOUR OPINION.

REMINDE THEM, YOU ARE THEIR NEIGHBOR.

VOTERS ALSO PUT YOU IN OFFICE.

YOU HAVE AN INFLUENTIAL ROLE IN YOUR COMMUNITY.

YOU KNOW BETTER THAN ANYONE THE EFFECT OF A STATE DECISION.

## UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

### BUDGET

GENERAL FUND LEVY - BUILDING FUND LEVY

% OF BUDGET FOR SPECIAL ED

% OF BUDGET FOR ADMINISTRATIVE COSTS

DISTRICT VALUATION

### KIDS

% KIDS ON FREE & REDUCED LUNCH

% OF KIDS IN ELL

# OF NET OPTION STUDENTS

GRADUATION RATE/ACHIEVEMENT DATA

### SCHOOL

ENROLLMENT

# OF KIDS IN PRE-SCHOOL

AVERAGE CLASS SIZE

# OF BUILDINGS / # OF TEACHERS

## WHAT CAN NASB DO FOR YOU?

Assist you in preparing testimony, talking points, emails, or Op-Eds; facilitate Senator introductions and meetings in your district or the Capitol; feature your district visits with Senators; brief your board at a meeting in your community; and more ... Just ASK!

## YOUR NASB LEGISLATIVE TEAM & RESOURCES

Colby Coash - Associate Executive Director, Director of Government Relations - [ccoash@NASBOnline.org](mailto:ccoash@NASBOnline.org)

Matt Belka - Director of Marketing, Communications & Advocacy - [mbelka@NASBOnline.org](mailto:mbelka@NASBOnline.org)

John Spatz - Executive Director - [jspatz@NASBOnline.org](mailto:jspatz@NASBOnline.org)

Lindsey Wooton - Administrative Specialist - [lwooton@NASBOnline.org](mailto:lwooton@NASBOnline.org)



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Key Hashtags: #liveNASB #weLIVEhere



Nebraska Legislature: [www.nebraskalegislature.gov](http://www.nebraskalegislature.gov)

Senators Web Pages: [www.nebraskalegislature.gov/senators](http://www.nebraskalegislature.gov/senators)

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Sen. Julie Slama  
District 1  
Dunbar



Sen. Robert Clements  
District 2  
Elmwood



Sen. Carol Blood  
District 3  
Bellevue



Sen. Brad von Gillern  
District 4  
Elkhorn



Sen. Mike McDonnell  
District 5  
Omaha



Sen. Machaela Cavanaugh  
District 6  
Omaha



Sen. Tony Vargas  
District 7  
Omaha



Sen. Megan Hunt  
District 8  
Omaha



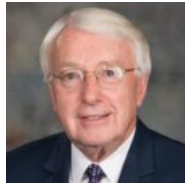
Sen. John Cavanaugh  
District 9  
Omaha



Sen. Wendy DeBoer  
District 10  
Omaha



Sen. Terrell McKinney  
District 11  
Omaha



Sen. Merv Riepe  
District 12  
Ralston



Sen. Justin Wayne  
District 13  
Omaha



Sen. John Arch  
District 14  
Papillion



Sen. Lynne Walz  
District 15  
Fremont



Sen. Ben Hansen  
District 16  
Blair



Sen. Joni Albrecht  
District 17  
Thurston



Sen. Christy Armendariz  
District 18  
Omaha



Sen. Robert Dover  
District 19  
Norfolk



Sen. John Fredrickson  
District 20  
Omaha



Beau Ballard  
District 21  
Lincoln



Sen. Mike Moser  
District 22  
Columbus



Sen. Bruce Bostelman  
District 23  
Brainard



Sen. Jana Hughes  
District 24  
Seward



Sen. Suzanne Geist  
District 25  
Lincoln

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Sen. George Dungan  
District 26  
Lincoln



Sen. Anna Wishart  
District 27  
Lincoln



Sen. Jane Raybould  
District 28  
Lincoln



Sen. Eliot Bostar  
District 29  
Lincoln



Sen. Myron Dorn  
District 30  
Adams



Sen. Kathleen Kauth  
District 31  
Omaha



Sen. Tom Brandt  
District 32  
Plymouth



Sen. Steve Halloran  
District 33  
Hastings



Sen. Loren Lippincott  
District 34  
Central City



Sen. Raymond Aguilar  
District 35  
Grand Island



Sen. Rick Holdcroft  
District 36  
Bellevue



Sen. John Lowe  
District 37  
Kearney



Sen. Dave Murman  
District 38  
Glenvil



Sen. Lou Ann Linehan  
District 39  
Elkhorn



Sen. Barry DeKay  
District 40  
Niobrara



Sen. Tom Briese  
District 41  
Albion



Sen. Mike Jacobson  
District 42  
North Platte



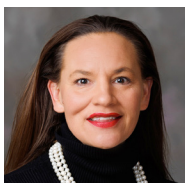
Sen. Tom Brewer  
District 43  
Gordon



Sen. Teresa Ibach  
District 44  
Sumner



Sen. Rita Sanders  
District 45  
Bellevue



Sen. Danielle Conrad  
District 46  
Lincoln



Sen. Steve Erdman  
District 47  
Bayard



Sen. Brian Hardin  
District 48  
Gering



Sen. Jen Day  
District 49  
Gretna



Gov. Jim Pillen

# YOUR 2023 NASB LEGISLATION COMMITTEE

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Sandy Noffsinger (Chair)  
NASB President-Elect  
Dundy County Stratton



Kim Burry  
NASB President  
Bayard



Stacy Jolley  
NASB Vice President  
Millard



Member 1  
Spencer Head  
Omaha



Member 2  
Jane Erdenberger  
Omaha



Member 3  
Bob Rauner  
Lincoln



Member 4  
Kathy Danek  
Lincoln



Member 5  
Sarah Centineo  
Bellevue



Member 6  
Beth Morrisette  
Westside



Member 7  
Suzanne Sapp  
Ashland-Greenwood



Member 8  
Amanda McGill Johnson  
Millard



Member 9  
Drew Blessing  
Kearney



Member 10  
Marla Grier  
South Sioux City



Member 11  
Doug Keener  
Mitchell



Member 12  
Ryne Seaman  
Seward



Member 13  
Steve Blocher  
West Point



Member 14  
Jim Vlach  
Lyons-Decatur



Member 15  
Brian Quackenbush  
Tri County



Member 16  
Judy Thompson  
ESU 16



Appointed Member  
Lisa Albers  
Grand Island



Appointed Member  
Skip Altig  
North Platte



Appointed Member  
Brian Copsy  
Gering



Appointed Member  
Kyle Fisher  
Springfield Platteview



Appointed Member  
Steve Koch  
Hershey



Appointed Member  
Stephanie Summers  
David City



Appointed Member  
Lisa Wagner  
Central City



Appointed Member  
Brad Wilkins  
Ainsworth

For Even Number Members, Term Ends 2024. For Odd Numbered Members, Term Ends 2026. Appointed Members Serve One-Year Term

# NASB POSITIONS ENCLOSED

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The Nebraska Association of School Boards is the only state organization created by school board members to represent the interests of school board members.

Your Association's legislative agenda is initiated each year with the submission of local board proposals.

The NASB Legislation Committee reviews all proposals, and then submits its recommendations to the NASB Board of Directors.

The Board can then review and amend the submissions before presenting them to the NASB Delegate Assembly.

The Delegate Assembly gives each member school district a voice in shaping the agenda of NASB.

Standing Positions remain in effect until they are repealed by the Assembly.

Legislative Resolutions are in effect for one year only.

## WHAT DOES THIS REPRESENT?

The statements you read inside the pages of this book represent a set of belief statements which guide NASB's government relations efforts. These words guide our lobbying efforts at the State Capitol, with the State Board of Education and NDE, as well as with our representatives in Washington, D.C.

While this work represents an effort to describe an issue or condition to be addressed, rarely is a bill written in such plain language. Actual legislative bills are a blend of several ideas (or perhaps a good idea, and a substantial price tag). Hence, when NASB analyzes how we will testify on a bill, we take into account a number of factors, including regular reviews by the Legislation Committee which offer guidance on the course corrections necessary to navigate the turbulent amendment process.

# YOUR 2023 LEGISLATIVE RESOLUTIONS

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## 108<sup>TH</sup> LEGISLATURE, 1<sup>ST</sup> SESSION

... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 5, 2022  
... AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 20, 2022  
... AND APPROVED BY THE DELEGATE ASSEMBLY ON NOVEMBER 18, 2022

Resolutions are statements of intended and desired legislative action on items of current needs or problems. Resolutions are in effect for one year and direct the organization and its staff in their legislative efforts with each annual session of the Legislature. All resolutions submitted are presented for consideration and action. The Delegate Assembly shall receive, consider, and act upon legislative resolution proposals submitted to it by the Legislation Committee and the Board of Directors.

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### CREATING A VISION FOR NEBRASKA'S FUTURE

NASB will lead and support the creation of a vision that revises tax policy and invests state resources for Nebraska's future.

### EDUCATION PROGRAM OPPORTUNITIES

NASB believes that each student should have access to a challenging instructional program which is relevant and prepares him or her for work or further education.

### EXPAND USE OF QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

NASB supports the expansion of the Qualified Capital Purpose Undertaking Fund to include modifications for student and staff security including cyber security.

### HEALTHY CULTURES & RESILIENCY IN SCHOOLS

NASB will support leveraging its infrastructure and resources to support a healthy culture in schools. NASB will align with others to develop resilient school districts with programs to support both staff and students.

### MENTAL & BEHAVIORAL HEALTH

NASB will support legislative efforts to provide services related to mental and behavioral health to school-age children across Nebraska.

### SUPPORT OF EARLY CHILDHOOD PROGRAMS IN THE COMMUNITY

NASB will support early childhood education programs at the community level, which may include redefining economic development programs to include early childhood infrastructure development for communities and will support early childhood programs as an element in community comprehensive plans.

### SUPPORT THE COLLECTION AND USE OF RELEVANT DATA

NASB encourages boards to use data to support its district strategic plan and goals. NASB supports collaborating with the state and other organizations in the collection and use of relevant data. NASB will identify data it can capture to help inform boards and, if necessary, support legislation to create data sources.

### UPDATING NOTICE REQUIREMENTS

NASB supports updating notice requirements for all school board meetings that recognizes available technology.

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... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 5, 2022  
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Standing positions are statements of policy and purpose which are developed and maintained over time. They are considered annually by the Delegate Assembly, and remain in effect until they are actively removed.

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## BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

### CONDITIONS OF CHILDREN

### CURRICULUM & INSTRUCTION

### FUNDING & FINANCE

### GOVERNANCE & STRUCTURE

### PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

### STATE POLICY

#### S-4 — COLLABORATIVE SERVICES TO YOUTH

NASB urges collaborative linkages between schools and other public and private agencies that serve children. (prior to 1995)

#### S-5 — LEADERSHIP TEAM

NASB believes that each board of education should create an administrative leadership team, which should include all supervisory and managerial employees including the superintendent and board members. (prior to 1995, amended 2007)

#### S-6 — PARENT INVOLVEMENT

NASB urges boards of education to support partnerships between parents and schools that encourage parent involvement in the education process. (1997)

#### S-7 — POLICY

NASB considers it imperative that boards of education adopt clearly defined, flexible policies after input from the administration, parents, employees, and other interested parties. Policies, based on a clear understanding of the education process, should be thoroughly reviewed annually. The execution of policy is the responsibility of professional administrators and staff. (prior to 1995)

#### S-8 — USE OF ACCOUNTABILITY DATA FOR SCHOOL IMPROVEMENT

NASB supports using school accountability data to determine potential strategies/resources for helping schools improve. We support the concept of growth or learning mindset which suggests that school effectiveness is assessed as an improvement process. Our perspective is that all schools in Nebraska are important and have opportunities to become more effective as quality educational systems. (2020)

## BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

#### S-1 — BOARD DEVELOPMENT

NASB encourages boards of education to take part in board in-service and development programs and to budget funds for such programs. (1995)

#### S-2 — BOARD RECOGNITION

NASB believes the service of school boardsmanship is fundamental to participatory democracy and deserves recognition collectively and individually from state and local communities. (prior to 1995)

#### S-3 — BUSINESS AND EDUCATION PARTNERSHIPS

NASB encourages boards of education to develop mutually beneficial partnerships with business to ensure mutual understanding and cooperation. (1995)

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ONE NEBRASKA

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### CONDITIONS OF CHILDREN

#### S-9 — ABUSE OF ALCOHOL, TOBACCO, & OTHER DRUGS

NASB supports efforts by boards of education and state and national officials to strictly enforce policies regarding the sale, use or possession of illegal drugs including methamphetamine, marijuana, THC products and synthetic equivalents of THC and marijuana, alcohol, tobacco, nicotine products, vapor products (including e-cigarettes), and any products intended by appearance or effect to replicate tobacco products on school property. The designation of “drug free zones” near schools is also urged. (prior to 1995, amended 2015)

#### S-10 — AT-RISK STUDENTS AND THE ACHIEVEMENT GAP

NASB recognizes that there are many children and youth who are experiencing special difficulties in achieving high education standards. NASB supports increased funding to help close the gap in educational opportunity and educational achievement, and urges boards of education to work with, and obtain increased funding from the state Legislature, as well as state and federal education agencies to assist at-risk children and youth in making adequate educational progress. (prior to 1995, amended 2009)

#### S-11 — COOPERATION WITH HHS

NASB supports legislation which mandates cooperation and consultation with school districts as it relates to the placement of children under the custody of DHHS. Comprehensive information about a child’s educational needs should be shared with a school district prior to the placement of a student in a new school district. (2020)

#### S-12 — EARLY CHILDHOOD EDUCATION

NASB supports quality early childhood education programs accessible to all children and advocates programs that provide age-appropriate activities to prepare children for school. (prior to 1995)

#### S-13 — ENROLLMENT OPTION; HOMEBOUND STUDENTS

NASB supports legislation stating that when an option student becomes homebound, the school district in which the student resides assumes full responsibility for educating the student. (1998, amended 2016)

#### S-14 — ENROLLMENT OPTION LIMITATION

NASB supports legislation returning option students to the resident school district if the option district must contract with another school district or agency for the educational services needed by the student. (1996, amended 2016)

#### S-15 — LIABILITY FOR MEDICATION ADMINISTRATION

NASB supports legislation that would limit the liability of a school district and school district representatives for the administering of prescription medication to students. (1999, amended 2013, 2016)

#### S-16 — NUTRITION EDUCATION/STUDENT WELLNESS

NASB believes that wellness programs for schools should emphasize healthy lifestyles and eating habits, mindful of all eating disorders, as well as obesity. (2004)

#### S-17 — SAFE SCHOOL ENVIRONMENT

NASB supports efforts to provide a school environment that is free from weapons, harassment, bullying, violence, drugs (including alcohol and tobacco), and other factors which threaten the safety of students and staff. (1997, amended 2012)

#### S-18 — STATEWIDE POVERTY/TRAUMA FUNDING

NASB recognizes the growing number of public school students across the state that are living in impoverished conditions and/or with traumatic experiences. NASB supports the use of research-based science to strengthen policy, program design and funding that targets those impacted by persistent poverty and/or trauma. (2017)

#### S-19 — STUDENT DISCIPLINE

NASB opposes legislative mandates related to student discipline. NASB supports student discipline as an essential, mutual responsibility of parents, teachers, and administrators, with final responsibility resting with school boards. (1999, amended 2019)

### CURRICULUM & INSTRUCTION

#### S-20 — ACCESS TO EQUAL EDUCATION OPPORTUNITIES

NASB supports equal educational opportunities for all students, regardless of their race, wealth or family circumstance, and urges the Legislature, the State Department of Education, and boards of education to remove all barriers that may prevent any child from having full access to such education opportunities. (1995, amended 2009)

#### S-21 — ACHIEVEMENT TEST SCORE USE

NASB opposes the use of test scores for the comparison of school districts or for the ranking of schools. (1998)

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### S-22 — ASSESSMENT OF STUDENT LEARNING

NASB supports multiple approaches to assess student learning, with decisions on assessment made at the local district level, and opposes a single “high-stakes” testing procedure. (2001)

### S-23 — CULTURAL DIVERSITY

NASB urges all boards of education to support and implement curriculum which recognizes cultural diversity and enhances the knowledge of students about various ethnic and cultural backgrounds. (prior to 1995)

### S-24 — CURRICULUM ADOPTION

NASB opposes legislative mandates addressing curriculum and testing. NASB supports the adoption of curriculum by local school boards and the State Board of Education. (2019)

### S-25 — LIBRARY/MEDIA CONTENT

NASB supports that school district library/media content is a local decision. (2022)

### S-26 — RESPONDING TO SPECIAL EDUCATION COSTS

NASB supports legislative efforts to give school districts that incur unforeseeable additional special education expenses assistance to alleviate cash flow problems. (2005)

### S-27 — STUDENT EXPRESSION

NASB supports the authority of the local boards of education and school administration to regulate the content of school-sponsored publications and curriculum. (1997, amended 2009)

### S-28 — TECHNOLOGY

NASB supports equal access to current technology for all school districts so they may engage all students in the curriculum, to equip them for an increasingly technological society and job market, and to provide them greater access to education services. (prior to 1995)

## FUNDING & FINANCE

### S-29 — ACCOUNTING OF FUNDS

NASB supports transparent accounting and full disclosure of all funds received and expended for public education consistent with federal regulations. (2005)

### S-30 — BUDGET LID: GROWTH FACTOR

NASB supports legislation which would establish an education expenditures “growth factor” which reflects the actual cost of providing a public education for school districts, learning communities, and ESUs. (2001, amended 2008)

### S-31 — COMPENSATION FOR STATEWIDE STANDARDS & ASSESSMENTS

NASB supports adequate funding to compensate school districts/ESUs for the cost of implementing and managing the statewide learning standards and assessments. (2008, amended 2009, 2013)

### S-32 — ELIMINATION OF BUDGET RESERVE LIMITS

NASB supports legislation that eliminates reserve limitation in the Tax Equity and Educational Opportunities Support Act and in debt service funds. (2000, amended 2001)

### S-33 — ELIMINATION OF EXPENDITURE LIMITATION

NASB supports legislation eliminating the limitation on general fund expenditures. (2000, amended 2011)

### S-34 — ESU CORE SERVICES FUNDING

NASB supports legislation to adequately fund Educational Service Units in a manner that allows successful implementation of statewide educational initiatives that are developed by law in conjunction with the Nebraska Department of Education. (2009, amended 2015)

### S-35 — FINANCING CAPITAL IMPROVEMENTS

NASB supports adequate funding for school districts and ESUs for maintenance or replacement of our rapidly deteriorating facilities. (1997, amended 2015)

### S-36 — FISCAL POLICY

NASB believes the Governor and Legislature must work together to create fiscal policy that will adequately fund public education statewide based upon the needs of students and not driven by a pre-set allocation of funds for education regardless of need. Nebraska demographics and student needs are dynamic, as are the changing education standards required to be competitive nationally and internationally. To meet this challenge, fiscal policy would be built upon a broad base with the lowest possible rates to provide stability in the tax base and revenue stream, provide local government with the tools to generate adequate financial resources, yet equalize financial support among taxpayers, and assure the principle of uniform assessment. (prior to 1995, amended 2009)

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## 108<sup>TH</sup> LEGISLATURE, 1<sup>ST</sup> SESSION

### S-37 — FOR-PROFIT ENTITIES OPERATING IN TAX-EXEMPT ZONES

NASB supports legislation to ensure equitable tax payments by for-profit business ventures operating on publicly owned or otherwise exempt property. (2003)

### S-38 — FUNDING OF MANDATED PROGRAMS

NASB urges full funding by the state and federal governments at statutory levels of all programs, standards, activities, and services mandated to public schools and ESUs by the Legislature and Congress, and further urges that any unfunded mandates allow authority for supplementary appropriations or outside levy lid funding. (1997, amended 2012, 2017, 2019)

### S-39 — FUNDING: SCHOOL DISTRICT INFRASTRUCTURE, SITE PURCHASES AND BUILDING OPERATING EXPENSES

NASB supports legislation that would provide an alternative to property taxes for financing facility development, maintenance, and operation. (2003)

### S-40 — GENERAL FUND RESERVE LIMIT EXCEPTION

NASB supports legislation that would not allow school districts to be penalized or state aid to be adjusted, to a school disadvantage, when any type of error or correction is made in calculating the state aid formula. (1999, amended 2016)

### S-41 — INCLUDING GIFTS, DONATIONS, OR FOUNDATION FUNDS AS RECEIVABLES

NASB opposes the inclusion of gifts, endorsements, donations, or foundation expenditures that are not regular operating expenses in the calculation of receivables in the state aid formula. (2000)

### S-42 — K-12 SCHOOL TRUST LAND AND PERMANENT SCHOOL FUND

NASB opposes reduction of any assets of the school trust or diversion of the Permanent School Fund. (prior to 1995, amended 2010)

### S-43 — LEGISLATION IMPLEMENTATION

NASB supports the concept that any legislative bill that limits financial resources, or requires additional financial resources, is done within a timeframe that will not negatively affect the school's ability to prepare their budget. (1997, amended 2015, 2017, 2019)

### S-44 — LEGISLATIVE REVIEW OF STATUTORY DEADLINES

NASB urges legislative review of the conflicting mandatory deadlines that affect school revenues and expenditures. (2011)

### S-45 — PROPERTY TAX REFORM/RELIEF

Any legislative discussion on property tax and distribution of state aid should include participation from school board and ESU board members. (2015)

### S-46 — REVENUE REDUCTIONS FOR SCHOOL DISTRICTS AFFECTED BY PROPERTY VALUATION LOSSES

NASB supports legislation that would create a hold harmless effect for districts which experience a decrease in valuation. (2004)

### S-47 — SCHOOL DISTRICT OPTIONS IN DEALING WITH LARGE, UNANTICIPATED REVENUES

NASB supports legislation giving school boards options in dealing with large, unanticipated revenue increases in order to minimize fluctuations in state aid. (2000)

### S-48 — SPECIAL BUILDING FUND TAX LEVY EXCLUSION

NASB supports amending the Nebraska Statutes that address budgeting and spending lid restrictions to allow school districts the ability to utilize up to fourteen cents of the Special Building Fund tax levy outside of the budgeting and spending lid restriction so that districts can plan for and fund capital improvement projects, building repairs and upgrades, and school district infrastructure needs. (2007, amended 2020)

### S-49 — STATE FUNDING SYSTEM

NASB supports a stable, predictable, equitable, and adequate statewide education funding system that honors the Legislature's commitment to provide for free instruction in the common schools of this state, as guaranteed by the Nebraska Constitution, by prioritizing education funding in the state budget, and that:

- Invests in the education of all Nebraska public school children;
- Establishes a state fund or funding mechanism that assists Nebraska public schools with the costs of maintaining and constructing facilities;
- Reduces our dependence on local property taxes by drawing revenue from multiple funding sources;
- Promotes the responsibility of locally elected school boards to make sound, transparent school budget decisions;
- Provides funding in a timely and predictable manner;
- Includes the principle of equalization;
- Funds the total excess allowable costs for special education and support services; and
- Recognizes that a long-term solution to education funding will require an ongoing, collaborative effort to execute a vision and strategic plan to grow and diversify our economy. (1997, amended 2009, 2018)

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## 108<sup>TH</sup> LEGISLATURE, 1<sup>ST</sup> SESSION

### S-50 — USE OF A UNIFORM VALUATION CALCULATION TO DETERMINE LOCAL RESOURCES AND STATE AID

NASB supports a property tax assessment system that utilizes uniform accounting practices to determine the property valuation number from which local and state officials can calculate both the local resources available to fund schools from property taxes, and the resulting calculation of state aid payments to school districts. (2003)

### S-51 — VOUCHERS AND TAX CREDITS

NASB opposes any attempt to amend or circumvent the Nebraska and United States Constitutions to permit the use of public funds for the support, either direct or indirect, of schools not controlled by the public at large. NASB opposes any state or federal legislation allowing either tax credits or vouchers for children, or the parents or guardians of children attending nonpublic schools, or donors to scholarship funds for non-public education. (prior to 1995, amended 2020)

## GOVERNANCE & STRUCTURE

### S-52 — ACCOUNTABILITY

NASB believes that boards of education are accountable to students, parents, taxpayers, and employees for providing education programs, striving for education excellence, identifying education needs, adopting clearly defined written policies, measuring the success of instruction programs, and interpreting and disseminating information to the public through a public relations plan. (prior to 1995)

### S-53 — ALLIED SCHOOLS

NASB opposes legislation that would mandate the formation of an allied system of school districts. (2014, amended 2016)

### S-54 — AMEND OPEN MEETINGS ACT FOR EVALUATIONS

NASB supports legislation to allow boards to go into executive session to discuss superintendent evaluations and/or for the narrowing down of superintendent candidates. (2017)

### S-55 — AUTHORITY OF SCHOOL BOARDS

NASB supports the authority of boards of education to effectively govern and execute their statutory responsibilities. (1997, amended 2015)

### S-56 — CHARTER SCHOOLS

NASB believes that any charter schools, or the like, involved with any aspect of K-12 education be authorized by a public school district, be located within the boundaries of such public school district and be accountable to the authorizing district for their student achievement, finances and operations. (1998, amended 2015)

### S-57 — DUTIES OF SCHOOLS

NASB believes that the primary function of Nebraska schools should be the education of students and that the Legislature should be discouraged from placing duties on school districts which are not directly related to education. (prior to 1995)

### S-58 — E-MEETINGS - FULLY-IMPLEMENTED OR PARTIAL ALLOWABLE ATTENDANCE

NASB supports legislation which allows for school board members to participate in school board meetings via electronic means while still maintaining a quorum when necessitated for the health and safety of the board and public. Virtual meetings cannot impede the public's ability to participate. (2020)

### S-59 — EDUCATIONAL SERVICE UNIT GOVERNANCE

NASB supports governance of ESUs by elected boards and supports local determination of specific mechanisms of that governance. (2005)

### S-60 — EDUCATIONAL SERVICE UNIT REORGANIZATION

NASB supports the continuation of ESUs as an effective means of delivering educational services to school districts and their students. Any reforms would provide for a statutory hold harmless provision in the distribution formula for Core Service funding when an Equity Unit reorganizes with any other ESU, and must be mindful of ESUs' essential role of delivering direct services and being responsible to the local school districts they serve. (2004, amended 2005)

### S-61 — INTERACTIVE REMOTE COMMUNICATION TECHNOLOGY (TELEVIDEO)

NASB urges the legislature to provide updated rules and procedures so patrons are able to readily testify at legislative hearings via televideo (interactive remote communication technology) on a regular, ongoing basis to allow for a more equitable opportunity for the public to participate in the legislative process. (2017)

### S-62 — ORGANIZATION

NASB opposes legislation that would mandate consolidation of districts or administration. NASB favors cooperation between school districts as well as ESUs to remove all barriers and penalties to promote orderly and voluntary reorganization into more efficient governing and administrative units to best serve the educational needs of Nebraska's children. (prior to 1995, amended 2008, 2015, 2017, 2019)

### S-63 — PERSONAL LIABILITY

NASB opposes unnecessary laws which make individual members of a governing board of a political subdivision personally liable for damage judgements which result from lawsuits filed against the political subdivision. (prior to 1995, amended 2015)

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## 108<sup>TH</sup> LEGISLATURE, 1<sup>ST</sup> SESSION

**S-64 — PUBLICATION OF MINUTES, RECEIPTS, & EXPENDITURES**  
NASB supports removing the requirement to publishing hearing notices and meeting minutes in public newspapers and supports the use of alternative means to communicate board activity. (2020)

**S-65 — RESTRICTION OF RESOURCES & BOARD RESPONSIBILITIES**  
NASB supports legislation allowing local boards to function as elected officials and to continue to establish policies, including finance policies, as representatives of the constituents who elected them. (1997)

**S-66 — SCHOOL ACTIVITIES**  
NASB supports direct involvement by boards of education in the governance and activities of the Nebraska School Activities Association. (prior to 1995)

**S-67 — SCHOOL CALENDARS**  
NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

## PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

**S-68 — ACTIVITY ASSIGNMENTS**  
NASB opposes legislation that would require a separate written employment contract for coaching or any other activity assignment that would require that a person be notified by a specified date of the termination of an assignment for the following year. (1999)

**S-69 — COMPENSATION**  
NASB will support a concept of compensation for teachers which is not based solely upon the experience and education attainment of teachers as found on standard salary schedules. (1995)

**S-70 — CRIMINAL BACKGROUND CHECKS**  
NASB supports legislation which would aid public schools and ESUs in obtaining criminal background history information on prospective and current employees, and personnel provided through any contract service provider or anyone working on school property. (1999, amended 2006)

**S-71 — EMPLOYEE BONUSES AND INCENTIVES**  
NASB supports legislation creating a comprehensive plan to recruit, retain and reward highly qualified individuals for teaching professions throughout the state, including offering incentives to encourage employees to sign a contract of employment. (2001, amended 2015)

**S-72 — EMPLOYEE SUPPORT**  
NASB recognizes the need to support district employees with their health and supports initiatives that provide for the physical and mental wellness of all school employees. (2020)

**S-73 — MEDICAL INSURANCE**  
NASB supports the concept of exploring alternatives to the costs of health insurance for the purpose of assuring the greatest allocation of our financial resources to education programs and services for children. (prior to 1995, amended 2003)

**S-74 — RECOGNITION**  
NASB urges local school boards to develop and implement programs which recognize individuals for significant accomplishments and community service, experience, and competency. (prior to 1995, amended 2014)

**S-75 — RETIREMENT**  
NASB supports legislation to assure a retirement system that is sound, adequate, and sustainable for school districts and ESUs. (prior to 1995, amended 2012)

**S-76 — SCOPE OF BARGAINING**  
NASB believes negotiations with employees should be limited to matters of employee salaries and fringe benefits, and opposes any attempt to broaden the scope of negotiations to include matters of policy and management rights. (prior to 1995)

**S-77 — STAFF DEVELOPMENT AND EVALUATION**  
NASB supports in-service training, enrichment programs, and continuing education for professional staff. Regular evaluations of performance, competency in the subject areas, and demonstrated ability to instruct or manage, in part as shown through student performance, should be conducted to promote professional growth. (1995)

## STATE POLICY

**S-78 — ADVISORY GROUPS**  
NASB requests that there be board of education representatives on all government commissions, councils, and committees which could have an impact on local school district policy or finance. (1995)

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## 108<sup>TH</sup> LEGISLATURE, 1<sup>ST</sup> SESSION

### S-79 — CHOICE AND AFFILIATION

NASB supports the concepts of choice and affiliation among public schools as a means to maximize education opportunity. NASB believes any such program should result in the least amount of disruption and uncertainty for the affected school districts. (1995)

### S-80 — CONSTITUTIONAL RIGHTS & RESPONSIBILITIES

NASB, and school board members, fully supports the U.S. Constitution and the rights and responsibilities embodied within it. NASB therefore supports education and behavior that teaches and models expression of these rights and responsibilities. (2009, amended 2015)

### S-81 — CORPORATE SPONSORSHIPS IN SCHOOLS

NASB opposes restrictions on school districts' ability to exercise their best judgment in entering into corporate sponsorship agreements. (2004)

### S-82 — EDUCATIONAL SERVICE UNITS

NASB supports Educational Service Units as an effective and efficient means to provide educational services to local school districts. ESUs should be responsible to the local school boards they serve. (1997)

### S-83 — GUIDING THE P-16 EFFORT: 21<sup>ST</sup> CENTURY SKILLS

NASB urges state and local policymakers to forge a new working relationship in redesigning Nebraska's public education system for the 21<sup>st</sup> century, with a focus on improving student achievement and holding each level of the system accountable, from preschool through post-secondary education or training, in a manner that:

- a) Promotes multi-level communication and interaction between all P-16 partners to enhance student academic success;
- b) Offers all students a rigorous developmentally-appropriate curriculum designed to provide opportunities and choice, regardless of the post-secondary path they choose;
- c) Engages the assets of the full community;
- d) Utilizes data and technology to individualize education for students and to incorporate new learning into the design;
- e) Closes the achievement gap by focusing on quality teaching and learning opportunities;
- f) Implements standards-based education fully in a seamless curriculum, so one level of the system builds on the next and the end result is known and understood from the beginning;
- g) Provides sufficient resources that are adequate and sustainable at every level of the system to meet the challenge, resisting unfunded or underfunded mandates; and
- h) Preserves the ability of local school boards and their communities to address local needs and challenges in a flexible manner using a variety of options.

(2009, amended 2016)

### S-84 — INDEPENDENT SCHOOL DISTRICTS

NASB supports the independence of established PK-12 school districts and also supports the cooperation and equalization of opportunity among school districts within learning communities. NASB believes that any legislation introduced impacting school districts or learning communities should seek to give districts and learning communities equalized resources. Any legislation should also allow these independent districts to maintain their right to governance, district curriculum, and the allocation of resources. (2006, amended 2013)

### S-85 — LOCAL CONTROL FOR PUBLIC PK-12 SCHOOLS

NASB believes public PK-12 systems should be organized to serve communities throughout Nebraska without arbitrary size limits or a single model, which would not fit our state's varied communities. NASB opposes legislating arbitrary size limits and will work to remedy such limits currently in statute. (2006, amended 2013)

### S-86 — LOCAL DISTRICT ADVOCACY

NASB supports the right and obligation of local school districts to advocate for legislative action that impacts their individual interests. (1996)

### S-87 — NDE AUTHORITY

NASB opposes attempts by the legislature to preempt the statutory authority of the Nebraska State Board of Education to be the policy-forming, planning and evaluative body for Nebraska schools. (2017)

### S-88 — NONPUBLIC SCHOOLS STANDARDS

NASB believes that nonpublic schools should have the same state standards as the public schools, including school approval, accreditation, teacher certification and endorsement, and safety standards. (prior to 1995)

### S-89 — POLICY LEADERSHIP & VISION ON THE FUTURE OF NEBRASKA'S PK-12 SCHOOLS

NASB supports efforts to bring policy makers of the executive and legislative branches, educators, school boards, learning community coordinating councils, and ESU boards, and citizens together to determine the best course for the future delivery of PK-12 education to the students of the state. NASB boards emphasize increasing student achievement through governance structures that are clear, efficient, and controlled by the local district. (2003, amended 2008, 2010, 2013)



## Board of Education Legislative Goals 2023/2024

### Ralston Public Schools Non-negotiables

- RPS will continue to cultivate a systems thinking approach to all school programs, business, and operations.
- RPS will continue to provide the needed resources that support the defined Board of Education strategic priorities.
- With a focus on equity, RPS will continue to refine and grow our academic and social emotional programs to meet the needs of all of our students.
- RPS will continue to deliver a wide array of outstanding activity programs to allow our students a well-rounded school experience.
- RPS will continue to evaluate the effectiveness and efficiency of all programs and services and make adjustments as necessary.
- RPS will refine and grow our outreach programs and service expectations to include a focus on Social Emotional Learning, Equity and Staff Self Care.
- With a focus on equity, RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.

### Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.
- Continued emphasis of State Equalization Aid (TEEOSA).
- Review, monitor, and potentially support legislation that identifies and increases different revenue mechanisms for public schools across Nebraska.
- Oppose any efforts to create a partisan State Board of Education or Commissioner of Education.
- Oppose tax cuts that endanger any part of the State's revenue stream.
- Monitor any legislation that adjusts property valuation.
- Continue to support and enhance Learning Community Programs that serve at-risk and diverse student populations in Ralston and within the Metro Area.
- Support legislation to increase funding for early childhood programs.
- Encourage further adjustments to the needs formula within TEEOSA specifically **Limited English Proficiency** and poverty.
- Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas and paid student internships.
- Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)
- Oppose any legislation that advances charter schools, **reduces the tax base for the purpose of funding private schools**, or voucher systems that reduce funding and opportunities for public schools.
- Support school choice through the protection of net option funding.
- **Continue to be a vocal advocate in the legislature for our students, staff and the Greater Ralston Community**

# 2024 LEGISLATIVE COMMITTEES

## Committee on Committees Report Standing Committees

Updated 1/3/2024

### **Agriculture (8)**

*Rm. 1524 – Tuesday*

Halloran (C), Ibach (VC), Brewer, Hansen, Holdcroft, Hughes, Raybould, Riepe

### **Appropriations (9)**

*Rm. 1307 – Monday, Tuesday, Wednesday, Thursday, & Friday*

Clements (C), Wishart (VC), Armendariz, Dorn, Dover, Erdman, Lippincott, McDonnell, Vargas

### **Banking, Commerce and Insurance (8)**

*Rm. 1507 – Monday & Tuesday*

Slama (C), Jacobson (VC), Aguilar, Ballard, Bostar, Dungan, Kauth, von Gillern

### **Business and Labor (7)**

*Rm. 1524 – Monday*

Riepe (C), Ibach (VC), Blood, Halloran, Hansen, Hunt, McKinney

### **Education (8)**

*Rm. 1525 – Monday & Tuesday*

Murman (C), Albrecht (VC), Conrad, Linehan, Meyer, Sanders, Walz, Wayne

### **General Affairs (8)**

*Rm. 1510 – Monday*

Lowe (C), Hughes (VC), Brewer, Cavanaugh, J., Day, Hardin, Holdcroft, Raybould

### **Government, Military and Veterans Affairs (8)**

*Rm. 1507 – Wednesday, Thursday, & Friday*

Brewer (C), Sanders (VC), Aguilar, Conrad, Halloran, Hunt, Lowe, Raybould

### **Health and Human Services (7)**

*Rm. 1510 – Wednesday, Thursday, & Friday*

Hansen (C), Hardin (VC), Ballard, Cavanaugh, M., Day, Riepe, Walz

### **Judiciary (8)**

*Rm. 1113 – Wednesday, Thursday, & Friday*

Wayne (C), DeBoer (VC), Blood, Bosn, DeKay, Holdcroft, Ibach, McKinney

### **Natural Resources (8)**

*Rm. 1525 – Wednesday, Thursday, & Friday*

Bostelman (C), Moser (VC), Brandt, Cavanaugh, J., Fredrickson, Hughes, Jacobson, Slama

### **Nebraska Retirement Systems (6)**

*Rm 1525 – At call of Chair*

McDonnell (C), Ibach (VC), Clements, Conrad, Hardin, Vargas

### **Revenue (8)**

*Rm. 1524 – Wednesday, Thursday, & Friday*

Linehan (C), von Gillern (VC), Albrecht, Bostar, Dungan, Kauth, Meyer, Murman

### **Transportation and Telecommunications (8)**

*Rm. 1113 – Monday & Tuesday*

Moser (C), Bosn, Bostelman, Brandt, Cavanaugh, M., DeBoer, DeKay, Fredrickson

### **Urban Affairs (7)**

*Rm. 1510 – Tuesday*

McKinney (C), Hunt (VC), Blood, Cavanaugh, J., Day, Hardin, Lowe

## Select Committees

### **Committee on Committees (13)**

Albrecht (C)

#### District 1:

Bostar  
Bostelman  
Moser  
Sanders

#### District 2:

Hunt  
Linehan  
Vargas  
von Gillern

#### District 3:

Erdman  
Jacobson  
Lowe  
Murman

### **Enrollment and Review (1)**

Ballard (C)

### **Reference (9)**

Aguilar (C), Lowe (VC), Arch, Ballard, Bostar, Riepe, Jacobson, Slama, Vargas, Clements (nonvoting ex officio)

### **Rules (6)**

Erdman (C), DeBoer (VC), Bostar, Hansen, Ibach, Arch (ex officio)

## Special Committees

### **Building Maintenance (6)**

von Gillern (C), Hughes (VC), Clements, Dorn, Ibach, McDonnell

### **Education Commission of the States (3)**

Kauth, Linehan, Walz

### **Executive Board of the Legislative Council (9)**

Aguilar (C), Lowe (VC), Arch, Ballard, Bostar, Riepe, Jacobson, Slama, Vargas, Clements (nonvoting ex officio)

### **Justice Reinvestment Oversight (5)**

Wayne (C), Cavanaugh, J., DeKay, Holdcroft, Raybould

### **Legislative Performance Audit (7)**

Dorn (C), Jacobson (VC), Arch, Brandt, Cavanaugh, M., Clements,

### **Midwestern Higher Education Compact (2)**

Cavanaugh, J., Walz

### **Planning Committee (9)**

DeBoer (C), Vargas (VC), Arch, Bostar, Cavanaugh, J., Clements, Holdcroft, Ibach

### **State-Tribal Relations Committee (7)**

Day (C), DeKay (VC), Albrecht, Brewer, Hunt, Wayne, Wishart

### **Statewide Tourism and Recreation Water Access and Resource Sustainability (STAR WARS) (11)**

Arch (C), Ballard, Bostar, Bostelman, DeKay, Dover, Holdcroft, Jacobson, McDonnell, Raybould, Wishart

**2023 NEBRASKA UNICAMERAL LEGISLATURE**  
**Alphabetical List**

**Capitol Mailing Address:** Senator \_\_\_\_\_  
 District # State Capitol  
 PO Box 94604  
 Lincoln NE 68509-4604

*As of 11/17/2023*

<b>Senator</b>	<b>District</b>	<b>Capitol Phone</b>	<b>Room</b>	<b>City</b>
<b>Aguilar, Raymond</b>	35	471-2617	1118	Grand Island
<b>Albrecht, Joni</b>	17	471-2716	1404	Thurston
<b>Arch, John</b>	14	471-2730	2103	La Vista
<b>Armendariz, Christy</b>	18	471-2618	10 <sup>th</sup> Floor	Omaha
<b>Ballard, Beau</b>	21	471-2673	10 <sup>th</sup> Floor	Lincoln
<b>Blood, Carol</b>	3	471-2627	1021	Bellevue
<b>Bosn, Carolyn</b>	25	471-2731	1529	Lincoln
<b>Bostar, Eliot</b>	29	471-2734	1012	Lincoln
<b>Bostelman, Bruce</b>	23	471-2719	1210	Brainard
<b>Brandt, Tom</b>	32	471-2711	1528	Plymouth
<b>Brewer, Tom</b>	43	471-2628	1423	Gordon
<b>Cavanaugh, John</b>	9	471-2723	1008	Omaha
<b>Cavanaugh, Machaela</b>	6	471-2714	1115	Omaha
<b>Clements, Robert</b>	2	471-2613	1004	Elmwood
<b>Conrad, Danielle</b>	46	471-2720	1206	Lincoln
<b>Day, Jen</b>	49	471-2725	1018	Omaha
<b>DeBoer, Wendy</b>	10	471-2718	1114	Bennington
<b>DeKay, Barry</b>	40	471-2801	1015	Niobrara
<b>Dorn, Myron</b>	30	471-2620	1208	Adams
<b>Dover, Robert</b>	19	471-2929	2011	Norfolk
<b>Dungan, George</b>	26	471-2610	1016	Lincoln
<b>Erdman, Steve</b>	47	471-2616	1124	Bayard
<b>Fredrickson, John</b>	20	471-2622	2015	Omaha
<b>Halloran, Steve</b>	33	471-2712	1022	Hastings
<b>Hansen, Ben</b>	16	471-2728	1402	Blair
<b>Hardin, Brian</b>	48	471-2802	2004	Gering
<b>Holdcroft, Rick</b>	36	471-2642	10 <sup>th</sup> Floor	Bellevue
<b>Hughes, Jana</b>	24	471-2756	10 <sup>th</sup> Floor	Seward
<b>Hunt, Megan</b>	8	471-2722	2107	Omaha
<b>Ibach, Teresa</b>	44	471-2805	1110	Sumner
<b>Jacobson, Mike</b>	42	471-2729	1523	North Platte
<b>Kauth, Kathleen</b>	31	471-2327	1522	Omaha
<b>Linehan, Lou Ann</b>	39	471-2885	1116	Elkhorn
<b>Lippincott, Loren</b>	34	471-2630	1017	Central City
<b>Lowe, John S., Sr.</b>	37	471-2726	1019	Kearney
<b>McDonnell, Mike</b>	5	471-2710	1101	Omaha
<b>McKinney, Terrell</b>	11	471-2612	1212	Omaha
<b>Meyer, Frederic</b>	41	471-2631	2108	St. Paul
<b>Moser, Mike</b>	22	471-2715	1202	Columbus
<b>Murman, Dave</b>	38	471-2732	1107	Glenvil
<b>Raybould, Jane</b>	28	471-2633	10 <sup>th</sup> Floor	Lincoln
<b>Riepe, Merv</b>	12	471-2623	2010	Ralston
<b>Sanders, Rita</b>	45	471-2615	2028	Bellevue
<b>Slama, Julie</b>	1	471-2733	1117	Sterling
<b>Vargas, Tony</b>	7	471-2721	1000	Omaha
<b>von Gillern, R. Brad</b>	4	471-2621	10 <sup>th</sup> Floor	Elkhorn
<b>Walz, Lynne</b>	15	471-2625	1120	Fremont
<b>Wayne, Justin T.</b>	13	471-2727	1103	Omaha
<b>Wishart, Anna</b>	27	471-2632	2000	Lincoln

## 2023 NEBRASKA UNICAMERAL LEGISLATURE

**Capitol Mailing Address:** Senator \_\_\_\_\_  
 District # State Capitol  
 PO Box 94604  
 Lincoln NE 68509-4604

As of 11/17/2023

District	Senator	Capitol Phone	Room	City
1	Slama, Julie	(402) 471-2733	1117	Sterling
2	Clements, Robert	(402) 471-2613	1004	Elmwood
3	Blood, Carol	(402) 471-2627	1021	Bellevue
4	von Gillern, R. Brad	(402) 471-2621	10 <sup>th</sup> Floor	Elkhorn
5	McDonnell, Mike	(402) 471-2710	1101	Omaha
6	Cavanaugh, Machaela	(402) 471-2714	1115	Omaha
7	Vargas, Tony	(402) 471-2721	1000	Omaha
8	Hunt, Megan	(402) 471-2722	2107	Omaha
9	Cavanaugh, John	(402) 471-2723	1008	Omaha
10	DeBoer, Wendy	(402) 471-2718	1114	Bennington
11	McKinney, Terrell	(402) 471-2612	1212	Omaha
12	Riepe, Merv	(402) 471-2623	2010	Ralston
13	Wayne, Justin T.	(402) 471-2727	1103	Omaha
14	Arch, John	(402) 471-2730	2103	La Vista
15	Walz, Lynne	(402) 471-2625	1120	Fremont
16	Hansen, Ben	(402) 471-2728	1402	Blair
17	Albrecht, Joni	(402) 471-2716	1404	Thurston
18	Armendariz, Christy	(402) 471-2618	10 <sup>th</sup> Floor	Omaha
19	Dover, Robert	(402) 471-2929	2011	Norfolk
20	Fredrickson, John	(402) 471-2622	2015	Omaha
21	Ballard, Beau	(402) 471-2673	10 <sup>th</sup> Floor	Lincoln
22	Moser, Mike	(402) 471-2715	1202	Columbus
23	Bostelman, Bruce	(402) 471-2719	1210	Brainard
24	Hughes, Jana	(402) 471-2756	10 <sup>th</sup> Floor	Seward
25	Bosn, Carolyn	(402) 471-2731	1529	Lincoln
26	Dungan, George	(402) 471-2610	1016	Lincoln
27	Wishart, Anna	(402) 471-2632	2000	Lincoln
28	Raybould, Jane	(402) 471-2633	10 <sup>th</sup> Floor	Lincoln
29	Bostar, Eliot	(402) 471-2734	1012	Lincoln
30	Dorn, Myron	(402) 471-2620	1208	Adams
31	Kauth, Kathleen	(402) 471-2327	1522	Omaha
32	Brandt, Tom	(402) 471-2711	1528	Plymouth
33	Halloran, Steve	(402) 471-2712	1022	Hastings
34	Lippincott, Loren	(402) 471-2630	1017	Central City
35	Aguilar, Raymond	(402) 471-2617	1118	Grand Island
36	Holdcroft, Rick	(402) 471-2642	10 <sup>th</sup> Floor	Bellevue
37	Lowe, John S., Sr.	(402) 471-2726	1019	Kearney
38	Murman, Dave	(402) 471-2732	1107	Glensvil
39	Linehan, Lou Ann	(402) 471-2885	1116	Elkhorn
40	DeKay, Barry	(402) 471-2801	1015	Niobrara
41	Meyer, Frederic	(402) 471-2631	2108	St. Paul
42	Jacobson, Mike	(402) 471-2729	1523	North Platte
43	Brewer, Tom	(402) 471-2628	1423	Gordon
44	Ibach, Teresa	(402) 471-2805	1110	Sumner
45	Sanders, Rita	(402) 471-2615	2028	Bellevue
46	Conrad, Danielle	(402) 471-2720	1206	Lincoln
47	Erdman, Steve	(402) 471-2616	1124	Bayard
48	Hardin, Brian	(402) 471-2802	2004	Gering
49	Day, Jen	(402) 471-2725	1018	Omaha

# NASB BOARD NOTES

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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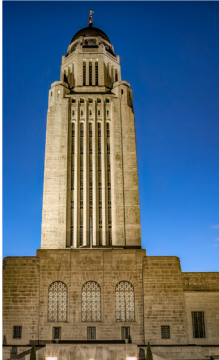
324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

# Snapshots



**IN THIS EDITION OF BOARD NOTES ...**

**A RECAP OF THE LEGISLATURE'S "FIRST" 60 DAYS ...**

**AT THE BOARD TABLE**

**NASB MEMBER GOLF OUTING - JUNE 12**

**SCHOOL LEADERS & LAW ... COMING THIS JUNE**

**TEAM BUILDING, SELF-ASSESSMENT, PROTOCOLS & MORE AT THE NASB LEADERSHIP WORKSHOP**

**NASB IS HIRING AN IT SPECIALIST!**

**YOUR 2024 NASB AFFILIATES**

**THIS MONTH IN ... AND MUCH MORE!**

The NASB provides programs, services, and advocacy to strengthen public education for all Nebraskans. Learn more at [www.NASBonline.org](http://www.NASBonline.org)

# TRAINING, NETWORKING, ENGAGEMENT & EVENTS



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<https://members.nasbonline.org/events>

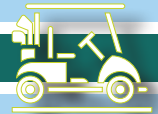
**Now Hiring! NASB is hiring an IT Specialist ... visit the About Us page to learn more.**



**NASB Leadership Workshop - June 5-6 - Lincoln**

**NASB Member Golf Outing - June 12 - Kearney**

**School Leaders & Law Conference - June 12-13 - Kearney**



**Call for Legislative Proposals - Due July 1**

Legislative Proposals for 2025 can be submitted at any time between now and July 1 at <https://members.nasbonline.org/government-relations/legislative-proposals>



**Board Candidate Workshop - July 9 - Ogallala**

**Board Candidate Workshop - July 10 - Hastings**

**Board Candidate Workshop - July 11 - Ord**

**Board Candidate Workshop - July 16 - Milford**

**ALICAP Summer Workshop - July 10 - Gering**

**ALICAP Summer Workshop - July 11 - Kearney**

**ALICAP Summer Workshop - July 12 - Lincoln**



**Area Membership Meetings - August & September**

**North Platte, Gering, Valentine, Kearney, York, Norfolk, Nebraska City, Omaha & Fremont**

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.

# A RECAP OF THE LEGISLATURE'S "FIRST" 60 DAYS ...

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<https://nasb.envisiams.com/legislative-bills>

We are through 60 days of a 60-Day Session, but as we heard from Governor Pilleen, it is going to take a little more time. Here is what we know through the "first half", and how it impacts your schools, and your role as a locally elected community leader serving on the school board.

**Special Session 1329 1284 71 388 1029 1402 Interim Studies**

*"It has been an honor to work with Colby and so many local school board members who work so hard for their communities and students!" - Senator Lynne Walz*

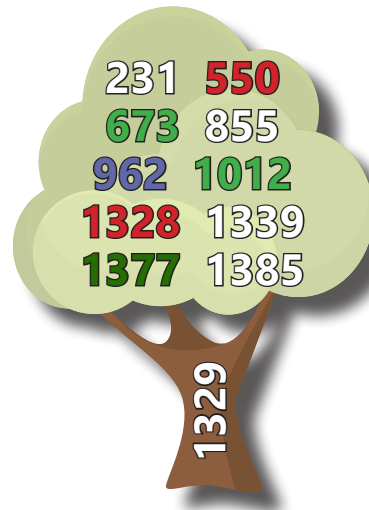
## SPECIAL SESSION

Per Governor Pilleen, property tax relief was not achieved and therefore he will call a special session. We will communicate the details of the session when it's known. Our legislative committee will be discussing how we will weigh in on any proposals impacting school finance.

### LB 1329

Approved by Governor on April 16. Amended bills include: LBs 231, 550, 673, 855, 962, 1012, 1328, 1339, 1377, 1385.

LB 1329 would modify specific sections of the Nebraska Career Scholarship Act. The bill would alter the definition of "first-time freshman" to include high school graduates who earned a credential through dual enrollment while still in high school. Adjusts the ACT's reporting dates and guidelines to be in line with census data to take into account all eligible programs of study, retention data, and graduation data. The bill would shift the administration of the Scholarship from the Department of Economic Development to the Coordinating Commission for Postsecondary Education. The bill would allow for Scholarship eligibility to be based on a high school grade-point average of 3.0 or greater on a four-point scale. Includes ROTC as an eligible program of study.



LB 231 changes to absence policy, requiring services to address barriers to attendance to be provided upon 20 days of absence. Provides for an educational evaluation if agreed to determine additional barriers to attendance.

LB 550 allows for additional option enrollment opportunities, once each in elementary, middle, and high school.

LB 673 would provide consistency in the types of maps provided to first responders and law enforcement by Nebraska's schools and grant funding to schools who apply to update their maps with emergency response mapping data. Specific requirements would ensure all data is similar and current. First responders would be able to enter emergency situations in confidence.

LB 855 prohibits a school board or board of education of a school district to use a debt collection agency to collect or attempt to collect, directly or indirectly, debts due or assessed to be owed for

## Bills that Passed in 2024

LB 25

LB 43

LB 71

LB 198

LB 287

LB 299

LB 304

LB 1017

LB 1027

LB 1029

LB 1074

LB 1092

LB 1284

LB 1306

LB 1317

LB 1329

LB 1402

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# A RECAP OF THE LEGISLATURE'S "FIRST" 60 DAYS ...

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outstanding debts on a school lunch or breakfast account at such school district. It also prohibits collecting any interest, fees, or other monetary penalties for outstanding debts on a school lunch or breakfast account of a student at such school district.

LB 962 would require public schools to use only the Gall-Peters or AuthaGraph projection map for teaching purposes in the classroom. The standard Mercator projection map would still be allowed only in comparison to the other maps. There is an added provision that schools would have to adopt policy and no books/materials would have to be disposed of.

LB 1012 would allow the Qualified Capital Purpose Undertaking Fund, which schools currently have for abatement projects, to address school safety infrastructure concerns.

LB 1328 expands district classification from 3 to 5. Firearm provisions only apply to the newly created Class I and II.

LB 1339 would eliminate a conflict in Nebraska statutes relating to the possession of firearms by off-duty and qualified retired law enforcement officers. This conflict of laws would be resolved by this bill in favor of officers being able to legally possess and carry firearms on school grounds and at school-sponsored events. It would authorize the governing bodies of Class II and I schools to adopt a written policy to utilize armed staff, faculty, or contractors for school security. Any such policy would be required to address personal qualifications, training, appropriate firearms and ammunition, and appropriate use of force. The bill leaves adoption of such a policy to local control. It also directs NDE to work with the State Patrol on a model policy.

LB 1377 gives discretion to boards on the training length required by district employees.

LB 1385 introduces provisions to streamline the application process for teaching certificate approval and creates reciprocity between states for the issuance of teaching certificates.

## LB 1284 (as amended)

Approved by Governor on April 16.

Amended bills include: LBs 964, 985, 986, 1005, 1014, 1050, 1253, 1254.

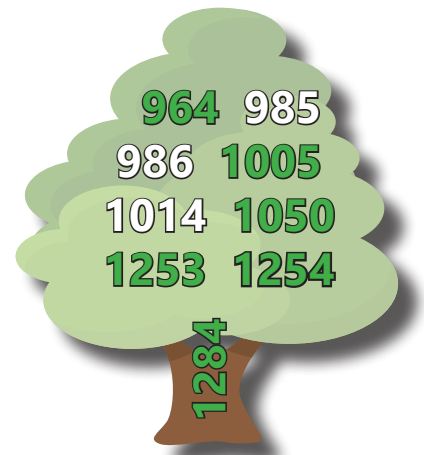
The big change made was amending the Education Future Fund to fund the financial ask through that vs an appropriation for the literacy, dyslexia research grant, computer science and menstrual products aspects. The other change was amending LB 964 to just allow special education teaching students to be eligible for the Career Scholarships at the University, to drop the administrative cost.

LB 1284 provides state funding with matching private dollars for the professional development of teachers to successfully carry out the computer science and technology graduation requirement passed under LB 1112 in 2022.

LB 964 provides forgivable loans to individuals who commit to teaching in Nebraska following their certification as a teacher with a special education endorsement. The program is limited to 25 students per state institution.

LB 985 cleans up a portion of the Nebraska Recruitment and Retention Act, passed in 2023. The new bill language requires that teachers endorsed to become certified in SPED, STEM, or Dual Credit must also contract to teach in their field of endorsement in order to receive the high-need retention grant.

LB 986 terminates loan repayment assistance provided under the Teach in Nebraska Today Act and replaces it with a grant program.



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It also creates additional requirements, such as having a teacher be within their first five years of teaching and the teacher's income being less than \$55,000 per year.

LB 1005 simply cleans up a portion of what was passed in LB 705 in 2023. It provides the statutory framework for a forgivable loan to student teachers of up to \$3,000 a semester or \$6,000 a year with money already set aside.

LB 1014 allows special education reimbursement to school districts and ESUs for these services. Currently, schools contract with outside agencies to cover required services of school psychologists.

LB 1050 creates a pilot program administered by the Department of Education to provide school districts with free menstrual products with priority given to schools that include a needs improvement school; or in which 40% of students are in poverty.

LB 1253 creates the Dyslexia Research Grant Program to promote dyslexia research. The grant funds will go to Nebraska-based companies that are researching artificial intelligence-based writing assistance programs for individuals with dyslexia.

LB 1254 provides funding for and creates reading improvement mentorship programs. The programs will focus on developing family literacy, along with employing regional literacy coaches to assist teachers with instructional skills.

## LB 71

LB 71 amends the parent involvement policy statutes. The bill updates mandated policy language related to excused absences from instruction or activities, how districts will seek input from parents and provide access to various learning materials. This bill may require a policy change at the district level.

## LB 388

With the failure of LB 388, there will be no changes to school finance unless it's done through the pending special session.

## LB 1029

LB 1029 adds mental health to physical health as a excused absence.

## LB 1402

LB 1402 changes the previous scholarship tax credit (LB 753) statutes to a direct appropriation of \$10 million dollars for scholarships for use in non-public schools.

## INTERIM STUDIES

### Education

- LR 303 (Murman) - Examine the viability of adopting the Classical Learning Test as an option for meeting admissions requirements at the University of Nebraska and the Nebraska state colleges



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# A RECAP OF THE LEGISLATURE'S "FIRST" 60 DAYS ...

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## **Education (continued)**

- LR 319 (Conrad) - Determine whether student-to-teacher ratio requirements should be considered or implemented in Nebraska by statute or regulation
- LR 320 (Conrad) - Examine changes to the enrollment option program to ensure students with disabilities have an increased ability to access enrollment opportunities
- LR 321 (Conrad) - Determine the scope and use of student surveillance, monitoring, and tracking technology by school officials in Nebraska
- LR 333 (Conrad) - Interim study to determine whether legislation similar to the model Hunger-Free Campus Bill is needed to address hunger and basic needs insecurity of Nebraska college students
- LR 341 (McKinney) - Interim study to determine the scope and use by school districts of a ban and bar action, banning and barring individuals from school property
- LR 365 (Day) - Interim study to examine school guidelines and policies relating to LGBTQ bullying prevention
- LR 368 (Day) - Interim study to examine the process for school districts to change the boundaries of individual schools within their districts
- LR 378 (Murman) - Interim study to examine the viability of selling land managed by the Board of Educational Lands and Funds
- LR 382 (McDonnell) - Interim study to examine the governance and representation of the Board of Regents of the University of Nebraska
- LR 383 (Hughes) - Interim study to examine improvements to TEEOSA and potential alternative funding mechanisms for Nebraska public schools
- LR 385 (Linehan) - Interim study to examine state standardized testing required in elementary and secondary public schools and the (AQuESTT) system used to classify schools under the Quality Education Accountability Act
- LR 419 (Hughes) - Interim study to examine school meal programs in Nebraska
- LR 425 (Murman) - Interim study to examine the challenges faced by families with special needs students in enrolling such students as option students in other school districts under the enrollment option program
- LR 439 (McKinney) - Interim study to explore whether the size of school districts has contributed to historical student underachievement within the Class V school district
- LR 440 (McKinney) - Interim study to examine how to close the educational achievement gap in the Class V school district

## **Revenue**

- LR 349 (Linehan) - Interim study to examine the funding sources, including tax incentives and other methods, used for early childhood education programs in Nebraska
- LR 367 (Day) - Interim study to examine mechanisms to slow the rise of property tax valuations during periods of rapid property value increases
- LR 384 (Linehan) - Interim study to examine nonprofit organizations, their nonprofit status, the way they use their nontaxable income, and the ways they use their nontaxable income for political purposes
- LR 418 (Dover) - Interim study to examine the current property tax valuation process

## **Government**

- LR 426 (Conrad) - Interim study relating to public records requests to determine whether reports of the resistance of government entities to public record requests are representative or isolated

## **Judiciary**

- LR 347 (Dungan) - Interim study to examine the frequency of claims brought under the Political Subdivisions Torts Claims Act and the State Tort Claims Act and the frequency of tort claims brought against other states

## **Retirement**

- LR 408 (McDonnell) - Interim study to examine the Nebraska Public Employees Retirement Systems administered by the Public Employees Retirement Board
- LR 409 (McDonnell) - Interim study to carry out the provisions of section 13-2402, which requires the Nebraska Retirement Systems to monitor underfunded defined benefit plans administered by political subdivisions



# AT THE BOARD TABLE

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## BOARD AGENDA ITEMS FOR YOUR MONTHLY MEETINGS

<https://members.nasbonline.org/board-leadership>



Each month, this space reflects recommended regular board meeting agenda items to include in the upcoming board meeting agenda. Please contact Marcia at [mherring@NASBonline.org](mailto:mherring@NASBonline.org) if you have questions or recommendations for improving the Board Meeting Annual Calendar.

### MAY BOARD AGENDA ITEMS

Please see the April 15 email from [mherring@NASBonline.org](mailto:mherring@NASBonline.org) and [shiggins@NASBonline.org](mailto:shiggins@NASBonline.org) for the draft of the May Board Meeting Agenda. If you have questions or need us to resend the email, please feel free to contact Marcia at 402-450-5152 or Stacie at 402-209-1608.

### UPCOMING NASB BOARD LEADERSHIP EVENTS

#### **2024 Candidate Workshops**

**July 9 - Candidate Workshop - Ogallala Library**

**July 10 - Candidate Workshop - Hastings - ESU 9**

**July 11 - Candidate Workshop - Ord High School**

**July 16 - Candidate Workshop - Milford - ESU 6**

*\*\*Additional Sites to be added, updates will be posted at [www.NASBonline.org](http://www.NASBonline.org)*

### 2024 NAEP STATE CONVENTION RECAP

128 Administrative Assistants, Board Secretaries, and Bookkeepers from 96 districts gathered for the 2024 NAEP State Convention in Kearney for a day and a half of professional and personal development. Aside from the networking and conversations with other peer professionals, the robust agenda included breakout sessions covering effective board meetings, annual board calendar, board agenda, document retention, budget and finance, Google productivity tools, co-workers and conflict, positive school climate, self-care, and SPARQ meetings and negotiations. The keynote provided an inspirational and engaging message on YOU vs. YOU – To truly serve others, we must serve ourselves first - where members learned practical strategies and mindsets to facilitate personal growth. For questions or to become a member of the NAEP community, please feel free to reach out to Katie Corfield, Evaluation and Assessment Specialist at [kcorfield@nasbonline.org](mailto:kcorfield@nasbonline.org) or to Marcia at [mherring@nasbonline.org](mailto:mherring@nasbonline.org).



# SCHOOL LEADERS & LAW ... COMING THIS JUNE

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<https://members.nasbonline.org/events/school-leaders-and-law-conference>

## NASB SCHOOL LEADERS & LAW CONFERENCE

### JUNE 12-13 - KEARNEY

#### WEDNESDAY, JUNE 12

##### 12:30 PM - NASB Member Golf Outing

Kearney Country Club

\$79 - (Includes lunch provided by ALICAP)

Email [sendorf@NASBonline.org](mailto:sendorf@NASBonline.org) to register for golf

##### 6:30 to 11:00 PM - Networking Reception

Younes South Conference Center

Join us for an evening of networking that will include prizes from the golf outing, a light dinner buffet, live music, and a hospitality suite. Open to golfers, vendors, and School Leaders & Law Conference attendees.

##### TO REGISTER

\$185 Member Registration

\$110 NCOSA Member Registration

Registration Deadline is June 6

\$25 Cancellation fee

15 Awards of Achievement points

<https://nasb.enviseams.com/>

#### THURSDAY, JUNE 13

##### 9:00 to 10:00 AM - Opening General Session

From Crossing Paths to Collaboration: How Understanding the Processes of your County Attorney can Improve Collaboration

##### 10:30 to 11:15 AM - Breakouts Sessions

"Board's Role in Teacher Hearings/Judge & Jury"

"Legislative and Election Update"

"Best Practices in School Safety & Security"

##### 11:45 AM to 12:30 PM - Breakout Sessions

"Special Ed Developments: What Board Members and Administrators Need to Know"

"Creators, Cultivators, Connectors:

Roles of School and Community Leadership"

"Technology in Schools is Evolving Daily?"

##### 12:30 PM - Lunch

##### 1:15 to 2:00 PM - Finance General Session

Changes to School Finance by the 108th Legislature, Second Session

##### 2:15 to 3:15 PM - Closing General Session

Hot Topics in School Law



## NASB Member Golf Outing - June 12 - Kearney Country Club

Email [sendorf@NASBonline.org](mailto:sendorf@NASBonline.org) to sign up, \$79 per player

# TEAM BUILDING, SELF-ASSESSMENT, PROTOCOLS & MORE

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Team Building - Self-Assessment - Discussion - Networking - Meeting Protocols/Agendas & Minutes - Policy Review

## 2024 NASB LEADERSHIP WORKSHOP



You're invited to a FREE

SUMMER WORKSHOP HOSTED BY ALICAP

Wednesday, July 10 - Gering Civic Center

Thursday, July 11 - Kearney Holiday Inn

Friday, July 12 - Lincoln Wilderness Ridge



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## ... FOUNDATION

The Nebraska Public Leadership Foundation (NPLF) recently awarded two \$1,000 scholarships to two high school seniors who are pursuing higher education to become a teacher in a Nebraska public school system.

This year's recipients are:

Lauren Schnoonveld  
Mullen High School

Lauren will be attending UNL, majoring in Elementary Education!

Harrison Sjuts

Doniphan-Trumbull High School  
Harrison will be attending Doane, majoring in Elementary Education!

Look for a more in-depth feature on both in the May edition of Board Notes! You can learn more about NPLF and this annual scholarship at [www.nepublicleadership.org](http://www.nepublicleadership.org)

Applications were due March 1st, and NPLF had over 80 individual applicants. Congrats Lauren and Harrison!



## ... BOARD LEADERSHIP

Check out "At the Board Table" on page 7.

Marcia, Kari, Katie,  
Caden, Stacie, Ben & Stephanie

## ... ALICAP & INSURANCE

ALICAP's Summer Workshops have been scheduled. All ALICAP member district are requested to attend one of the following events:

Wednesday, July 10th in Gering  
Thursday, July 11th in Kearney  
Friday, July 12th in Lincoln

Mark your calendars!  
Registration details coming soon!  
Thanks, Megan!

## ... ADVOCACY & GOVERNMENT RELATIONS

See how everything shook out via the NASB Bills Page at <https://nasb.envisiams.com/legislative-bills> and right here on Pages 3-6. Stay engaged between now at the special session, and submit any proposal ideas between now and July 1st for the 2025 Session at <https://members.nasbonline.org/government-relations/legislative-proposals>

Call Colby & Matt with questions any time!

## ... EDUCATION LEADERSHIP SEARCH

We are updating our interim list. Let us know if you might be interested in serving as an interim.

Contact Shari Becker with questions [sbecker@NASBonline.org](mailto:sbecker@NASBonline.org)

## ... DATA ANALYTICS

Trying to make sense of your students' NSCAS standardized test scores can be confusing. The state provides percent proficient data with a comparison to state averages, but there may be more helpful comparisons to consider. NASB's Data Analytics can help you to compare your proficiency scores and average scale scores along with other relevant data to nearby districts or to districts of a similar size to better evaluate your students' academic achievement.

Contact Jim to learn more!

## ... AWARDS OF ACHIEVEMENT

An email reminder will be coming in May to check points. Contact Shari at [sbecker@NASBonline.org](mailto:sbecker@NASBonline.org)

## ... GALLUP STRENGTHS

Adaptability allows people high in this strength to find ways to keep moving forward when the unexpected happens. If you have Adaptability, during times of high pressure, help your colleagues find productive ways to relieve the pressure and make progress.

Contact Shari at [sbecker@NASBonline.org](mailto:sbecker@NASBonline.org)

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## ... NOW HIRING

NASB is hiring an IT Specialist  
<https://members.nasbonline.org/about-us>

If you or someone you know might be interested in this position, please submit your Cover Letter and Resume, References, College Transcript, and the Application for Employment to Sallie Horky at [shorky@NASBonline.org](mailto:shorky@NASBonline.org) by May 10th.



## ... ENERGY PURCHASING

The supplier selection periods will have ended by the time most of you read this, and our natural gas marketing consultants will be monitoring markets daily to watch for weakness in gas supply futures. Spot prices have been low for a few months but prices for next winter have not dropped similarly due to very bullish expectations for next winter's gas usage. Thanks for your continuing support of our NJUMP and CJUMP gas programs since they were begun nearly two decades ago.



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Senior Vice President,  
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## ... POLICY

We will be sending a Policy Update next month to cover the changes made to education law by the recent legislative session. The changes weren't as numerous as last year, but they include a detailed expansion to some parental protections, staff gun possession in small schools, and for the cartographers out there, a ban upon reliance on the old-fashioned rectilinear Mercator projection maps. Contact Jim to learn more!

## ... MEMBER ENGAGEMENT

I look forward to seeing everyone throughout the Summer starting with Leadership Workshop, NASB Golf Outing, and School Leaders & Law Conference! July stays busy with the ALICAP and Board Candidate Workshops as well. Before we know it, Area Membership Meetings will be here too!

- Sharon -

# YOUR NASB BOARD OF DIRECTORS & STAFF

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Vision

Engagement

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1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA



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Board Leadership Data  
and Support Specialist



**Makenzie Barry**  
ALICAP Data &  
Financial Specialist



**Shari Becker**  
Director of Education  
Leadership Search Service



**Matt Belka**  
Director of Marketing,  
Communications & Advocacy



**Megan Boldt**  
Associate Executive Director  
Director of ALICAP



**Craig Caples**  
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Dir. of Government Relations



**Katie Corfield**  
Board Leadership Associate



**Abi Dettmer**  
Event & Search Service  
Associate



**Sharon Endorf**  
Director of  
Member Engagement



**Caden Frank**  
Board Leadership Community  
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## YOUR 2024 GOLD AFFILIATES


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Watts and Hershberger, P.C.

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**BCDM Architects**  
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**Sampson Construction**  
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## ENERGY SERVICES

**Facility Advocates**  
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## EQUIPMENT AND FURNITURE

**Outdoor Recreation Products**  
PLATINUM LEVEL AFFILIATE

## FINANCIAL SERVICES

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**Nebraska Liquid Asset Fund**  
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**Northland, (First National Capital Markets)**  
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**Piper Sandler**  
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## FOOD SERVICE

**Lunchtime Solutions**  
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Opa! Food Management

## FUNDRAISING

**Omaha Public Schools Foundation**  
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## INSURANCE SERVICES

**American Fidelity**  
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**Blue Cross Blue Shield of Nebraska**  
GOLD LEVEL AFFILIATE

National Insurance Services

**Public Risk Management/ALICAP**  
PLATINUM LEVEL AFFILIATE

## LEGAL SERVICES

Mueller Robak, LLC

## PLAYGROUND/SCOREBOARDS/SURFACING

**Creative Sites, LLC**  
SILVER LEVEL AFFILIATE

## PLAYGROUND/SCOREBOARDS (CONTINUED)

**Crouch Recreation**  
PLATINUM LEVEL AFFILIATE

Cunningham Recreation/GameTime

Fisher Tracks, Inc.

## SAFETY & SECURITY SERVICES

**One Source The Background Check Company**  
GOLD LEVEL AFFILIATE

## STUDENT SERVICES

**Doane University**  
GOLD LEVEL AFFILIATE

**TeamMates Mentoring Program**  
SILVER LEVEL AFFILIATE

## TECHNOLOGY/SOFTWARE

**Bishop Business**  
PLATINUM LEVEL AFFILIATE

**Envisi**  
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**Hamilton**  
PLATINUM LEVEL AFFILIATE

**Sparq Data Solutions**  
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## TRANSPORTATION PRODUCTS

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**Master's Transportation**  
GOLD LEVEL AFFILIATE

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# APRIL SPOTLIGHT

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## NATIONAL COUNTY GOVERNMENT MONTH



APRIL 2024

April is National County Government Month, a time to celebrate the vital role of local governments. The Nebraska Association of County Officials is thrilled to announce the launch of a dedicated landing page on our website titled **"How Nebraska Counties Work."** This comprehensive resource hub features the innovative '93 Explorer', granting Nebraska students and families access to valuable information about their respective counties. They can even delve into the specific roles of each county office, and even watch videos highlighting their important functions.



[nebraskacounties.org/how-nebraska-counties-work](https://nebraskacounties.org/how-nebraska-counties-work)



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# NASB BOARD NOTES



A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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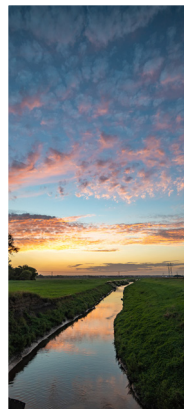
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324,000 Students

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260 Member Districts/ESUs

ONE NEBRASKA



The NASB provides programs, services and advocacy to strengthen public education for all Nebraskans. Learn more at [www.NASBonline.org](http://www.NASBonline.org)

## Ralston Enrollment Report as of 04/22/2024

BLUMFIELD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	17	0	1	18	0
KG	2.00	39	1	0	40	1
01	2.00	32	5	0	37	0
02	2.00	29	7	0	36	0
03	2.00	32	6	0	38	0
04	2.00	29	8	1	38	0
05	2.00	39	11	0	50	0
06	2.00	36	12	0	48	0
<b>Building Total:</b>		<b>253</b>	<b>50</b>	<b>2</b>	<b>305</b>	<b>1</b>

KAREN WESTERN ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	25	0	2	27	0
KG	1.00	22	8	0	30	0
01	2.00	28	9	0	37	0
02	2.00	22	7	0	29	0
03	2.00	27	7	0	34	0
04	1.00	17	4	0	21	0
05	1.00	21	5	0	26	0
06	1.00	17	8	0	25	0
<b>Building Total:</b>		<b>179</b>	<b>48</b>	<b>2</b>	<b>229</b>	<b>0</b>

MEADOWS ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	34	0	1	35	0
KG	2.00	37	4	0	41	0
01	2.00	37	10	0	47	0
02	2.00	33	9	0	42	0
03	2.00	31	8	0	39	0
04	2.00	27	9	2	38	0
05	2.00	26	9	0	35	0
06	2.00	25	13	1	39	0
<b>Building Total:</b>		<b>250</b>	<b>62</b>	<b>4</b>	<b>316</b>	<b>0</b>

MOCKINGBIRD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	19	0	3	22	0
KG	3.00	57	9	0	66	0
01	3.00	51	6	0	57	1
02	3.00	66	8	0	74	0
03	3.00	44	11	0	55	0
04	2.00	41	7	0	48	2
05	3.00	49	17	0	66	0
06	2.00	46	7	1	54	0
<b>Building Total:</b>		<b>373</b>	<b>65</b>	<b>4</b>	<b>442</b>	<b>3</b>

## Ralston Enrollment Report as of 04/22/2024

SEYMOUR ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	19	0	1	20	0
KG	2.00	36	2	1	39	0
01	2.00	29	5	1	35	0
02	2.00	28	6	0	34	0
03	2.00	38	8	2	48	0
04	2.00	31	7	1	39	0
05	1.50	34	4	6	44	0
06	1.50	31	5	1	37	0
<b>Building Total:</b>		<b>246</b>	<b>37</b>	<b>13</b>	<b>296</b>	<b>0</b>

WILDEWOOD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	34	0	0	34	0
KG	2.00	26	8	0	34	0
01	2.00	33	12	0	45	0
02	2.00	27	11	0	38	1
03	2.00	24	11	0	35	0
04	2.00	28	10	1	39	0
05	2.00	23	10	1	34	0
06	2.00	27	12	0	39	1
<b>Building Total:</b>		<b>222</b>	<b>74</b>	<b>2</b>	<b>298</b>	<b>2</b>

RALSTON MIDDLE SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
07		180	61	2	243	1
08		172	69	5	246	0
<b>Building Total:</b>		<b>352</b>	<b>130</b>	<b>7</b>	<b>489</b>	<b>1</b>

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
09		191	73	0	264	4
10		180	71	0	251	0
11		162	84	0	246	1

## Ralston Enrollment Report as of 04/22/2024

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12		164	80	0	244	0
<b>Building Total:</b>		<b>697</b>	<b>308</b>	<b>0</b>	<b>1005</b>	<b>5</b>
<hr/>						
<b>District Total:</b>		<b>2572</b>	<b>774</b>	<b>34</b>	<b>3380</b>	<b>12</b>
KG:		217	32	1	250	1
01:		210	47	1	258	1
02:		205	48	0	253	1
03:		196	51	2	249	0
04:		173	45	5	223	2
05:		192	56	7	255	0
06:		182	57	3	242	1
07:		180	61	2	243	1
08:		172	69	5	246	0
09:		191	73	0	264	4
10:		180	71	0	251	0
11:		162	84	0	246	1
12:		164	80	0	244	0

## Timeline for Strategic Plan Development

- 07/27/2023 Board of Education Retreat #1  
Analyze current achievement data
- 10/11/2023 Board of Education Retreat #2  
Establish temporary goals, identify short-term and long-term priorities for the district.
- 10/23 to 1/24 Develop a process to solicit and gather input from students, staff and community members regarding current strategic plan development. Review survey content in the Teaching and Learning Subcommittee
- 01/22/2024 Review surveys, current strategic plan, timeline, and temporary goals at regular BOE meeting.
- 02/2024 Send surveys and gather information for strategic plan development
- 02/12/2024 Cognia visit
- 03/2024 Review and compile survey results, categorize results into themes, then begin rewrite of Strategic Plan
- 04/08/2024 Share Survey results with Teaching and Learning Subcommittee
- 04/22/2024 Results from survey shared with BOE, gathering of input from results
- 05/13/2024 BOE work session to further review results of the survey/ELEOT/Cognia visit
- 06/10/2024 BOE meeting to review first draft of new strategic plan
- 06/24/2024 Present amended results to the Board of Education for review
- 07/08/2024 Present final version of the strategic plan for approval



# Accreditation Engagement Review

July 01, 2023 - June 30, 2024

**Ralston Public Schools**

Institution #71107

8545 Park Dr  
Ralston, Nebraska 68127-3621  
United States of America

# Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered

to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future

capabilities and capacities of an institution in the context of its mission, purpose, and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. At least every six years, the institution formally engages the Standards for Accreditation to reflect and examine its progress toward its desired future as expressed through its mission, purpose, and strategic direction.

Cognia's purpose-driven, strategic process is the most widely used continuous improvement process in the world.

---

## Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review. The findings of the report are organized in five sections: Assurances, Rating of Analyses, Cognia Performance Standards, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how

well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained evaluators gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these standards, evaluators assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution

quality through a review of documented evidence, discussions with leadership, and community feedback. Using the standards as a framework, the report provides valuable guidance to help focus your institution's improvement journey.



# Assurances

Assurances are requirements that accredited institutions must meet. The assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review. Institutions are expected to meet all assurances and are expected to correct any deficiencies in unmet assurances.

#	ASSURANCES	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	☑ Yes
2.	The institution complies with all applicable governmental laws or regulations.	☑ Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	☑ Yes
4.	The governing authority adheres to written policies that govern its conduct, decision-making, ethics, and authority; and engages in training aligned with its roles and responsibilities.	☑ Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	☑ Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety, and health for on-site and virtual environments that includes expectations, communications protocols, and training for students, staff, and stakeholders.	☑ Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	☑ Yes
8.	<p>The system executes a written quality assurance process to monitor and verify that all institutions within its jurisdiction:</p> <ul style="list-style-type: none"> <li>• meet the applicable governmental requirements of the school's location;</li> <li>• meet the Cognia Accreditation and Certification Policies and Procedures;</li> <li>• meet the Cognia Accreditation and/or Certification Standards and Assurances and</li> <li>• implement its required education programs with fidelity.</li> </ul>	☑ Yes







# Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments and then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high-performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.





## Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.5
The institution has analyzed and synthesized information.	 Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.7

Network Comparison for Stakeholder Feedback Analysis



## Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	 Network Average: 3.4
The institution has analyzed and synthesized information.	 Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.3
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.8

Network Comparison for Student Performance Analysis



## Learning Environments Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	★★★★ Network Average: 3.4
The institution has analyzed and synthesized information.	★★★★☆ Network Average: 2.8
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★☆☆ Network Average: 2.7

### Network Comparison for Learning Environments Analysis



## Culture of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Culture of Learning.	★★★★★ Network Average: 3.6
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	★★★★★ Network Average: 3.2
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.2
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★★ Network Average: 2.7

### Network Comparison for Culture of Learning



## Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Leadership for Learning.	★★★★★ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	★★★★☆ Network Average: 3.1
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★★ Network Average: 2.6

### Network Comparison for Leadership for Learning







## Engagement of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Engagement of Learning.	★★★★☆ Network Average: 3.5
The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.	★★★★★ Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	★★★★★ Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	★★★★★ Network Average: 2.6

### Network Comparison for Engagement of Learning



## Growth in Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Growth in Learning.	 Network Average: 3.4
The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.	 Network Average: 3.0
The institution has identified areas of noteworthy achievement and areas in need of improvement.	 Network Average: 3.1
The institution has interpreted findings, prioritized themes, and developed theories of action.	 Network Average: 2.6





Network Comparison for Growth in Learning



## Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution’s ability to meet the expectations as defined by the Cognia Performance Standards. The Performance Standards define the elements of quality that research indicates are present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

**The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.**

RATING	LEVEL	DESCRIPTION
	4	Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners.
	3	Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.
	2	Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.
	1	Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.

# Cognia Performance Standards Ratings

## Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

### Keys to Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

#### Standard 1

**Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias.**

YOUR RATING



Network Average: 3.3

LEVEL	DESCRIPTION
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4	4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
3	3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
2	2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
1	1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.



## Standard 2

**Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.**

YOUR RATING  
★★★★  
Network Average: 3.4

LEVEL	DESCRIPTION
4	4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
3	3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
2	2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
1	1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.

## Standard 3

**Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.**

YOUR RATING  
★★★☆☆  
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
3	3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
2	2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
1	1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

## Standard 4

**Learners benefit from a formal structure that fosters positive relationships with peers and adults.**

YOUR RATING  
★★★★  
Network Average: 3.1

LEVEL	DESCRIPTION
4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
3	3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
2	2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
1	1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

## Standard 5

**Professional staff members embrace effective collegiality and collaboration in support of learners.**

YOUR RATING  
★★★★☆  
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
3	3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
2	2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.



1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Standard 6

**Professional staff members receive the support they need to strengthen their professional practice.**

YOUR RATING  
 ★★☆☆☆  
 Network Average: 2.8

LEVEL DESCRIPTION

- 4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
- 3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.
- 2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
- 1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.

Network Comparison for Culture of Learning Standards



## Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

### Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

#### Standard 7

### Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.8

LEVEL	DESCRIPTION
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4	4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
3	3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
2	2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
1	1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.



## Standard 8

**The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.**

YOUR RATING  
★★★★  
Network Average: 3.2

LEVEL	DESCRIPTION
4	4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.
3	3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.
2	2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.
1	1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

## Standard 9

**Leaders cultivate effective individual and collective leadership among stakeholders.**

YOUR RATING  
★★★★  
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
3	3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.
2	2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.
1	1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.

## Standard 10

### Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

YOUR RATING  
★★★★☆  
Network Average: 2.9

LEVEL	DESCRIPTION
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- |   |   |
|---|---|
| 4 | 4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning. |
| 3 | 3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.   |
| 2 | 2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.   |
| 1 | 1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.  |

## Standard 11

### Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

YOUR RATING  
★★★★☆  
Network Average: 3.1

LEVEL	DESCRIPTION
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- |   |  |
|---|--|
| 4 | 4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change. |
| 3 | 3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.   |
| 2 | 2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and  |



processes include emergency and contingency plans to respond to change.

- 1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

## Standard 12

**Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.**

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
3	3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
2	2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
1	1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.



## Standard 13

**Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.**

YOUR RATING  
★ ★ ★ ★  
Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
3	3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.



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2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

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1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

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Standard 14

**Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.**

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.9

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LEVEL DESCRIPTION

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4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.

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3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.

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2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.

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1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

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**Learners’ needs drive the equitable allocation and management of human, material, digital, and fiscal resources.**

YOUR RATING  
 ★★☆☆  
 Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - Professional staff members engage in a systematic process to analyze learners’ needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.
3	3 - Professional staff members routinely analyze learners’ needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.
2	2 - Professional staff members sometimes analyze learners’ needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.
1	1 - Professional staff members rarely analyze learners’ needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners’ needs or to ensure equity for learning.

Network Comparison for Leadership for Learning Standards



## Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

### Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

#### Standard 16

**Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.**

YOUR RATING  
  
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
3	3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.
2	2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
1	1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.

#### Standard 17

**Learners have equitable opportunities to realize their learning potential.**

YOUR RATING  
  
Network Average: 3.0

LEVEL	DESCRIPTION
4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
3	3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely



encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.

2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.

1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.

#### Standard 18

**Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.**

YOUR RATING



Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
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3	3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
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2	2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
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1	1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.
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## Standard 19

**Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.**

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.6

LEVEL	DESCRIPTION
4	4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
3	3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.
2	2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.
1	1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

## Standard 20

**Learners engage in experiences that promote and develop their self-confidence and love of learning.**

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.9

LEVEL	DESCRIPTION
4	4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
3	3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.
2	2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.
1	1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

## Standard 21

**Instruction is characterized by high expectations and learner-centered practices.**

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.
3	3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.
2	2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.
1	1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

## Standard 22

**Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.**

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.7

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
3	3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.
2	2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

**Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.**

YOUR RATING  
 ★★☆☆  
 Network Average: 2.7

LEVEL	DESCRIPTION
4	4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
3	3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
2	2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
1	1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

Network Comparison for Engagement of Learning Standards



## Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

### Keys to Growth in Learning

Growth is evident when

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

#### Standard 24

**Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.**

YOUR RATING  
★★★★☆  
Network Average: 2.9

LEVEL	DESCRIPTION
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4	4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
3	3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
2	2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
1	1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

## Standard 25

### Leaders promote action research by professional staff members to improve their practice and advance learning.

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.5

LEVEL	DESCRIPTION
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4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
3	3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
2	2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
1	1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

## Standard 26

### Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.6

LEVEL	DESCRIPTION
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4	4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
3	3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.



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- 2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
- 
- 1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
- 

Standard 27

**Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.**

YOUR RATING  
  
 Network Average: 2.9

LEVEL DESCRIPTION

- 
- 4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
- 
- 3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
- 
- 2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.
- 
- 1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.
-

## Standard 28

**With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.**

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.8

LEVEL	DESCRIPTION
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4	4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
3	3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
2	2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
1	1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

## Standard 29

**Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.**

YOUR RATING  
★ ★ ★ ★  
Network Average: 2.6

LEVEL	DESCRIPTION
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4	4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.
3	3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.
2	2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
1	1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.



**Learners’ progress is measured through a balanced system that includes assessment both for learning and of learning.**

YOUR RATING  
 ★★☆☆  
 Network Average: 2.8

LEVEL	DESCRIPTION
4	4 - Professional staff members and learners collaborate to determine learners’ progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.
3	3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners’ progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.
2	2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners’ progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
1	1 - Professional staff members seldom use assessment data to determine learners’ progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

Network Comparison for Growth in Learning Standards



# Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

## Culture of Learning

**Ralston Public Schools has created a welcoming and caring culture characterized by positive relationships where learner well-being is at the heart of the district.** When interviewing all stakeholder groups, the theme of "relationships" was consistently heard. Stakeholders used the words community, inclusive, loving, helpful, caring, second home, and family when describing the district. When parents were asked about the strengths of the district, responses indicated the district really tries to make people feel like one group, and they genuinely feel their children are loved at school. Elementary students shared that teachers are helpful, they welcome everyone, and no one is left out. Middle school students stated that teachers make school fun. High school students shared that teachers and administrators do a good job of staying positive and setting them up for success. Teachers indicate they have strong connections with each other as colleagues, and they prioritize meeting students where they are with what they need to be successful. The district's mission includes dedication to a nurturing climate of home and inclusion. Behaviors that embody the district's stated values of committing to learners' needs and interests ensure students know they will be safe and cared for at school. The Culture of Learning narrative and improvement journey

overview discussed the practice of a home visit program. Prior to the start of each year, teachers of grades K-9 reach out to parents to establish a positive relationship between the school and home. Parent surveys indicate that 73% of parents view interactions with school staff as respectful, and 68% view interactions as supportive. In interviews, parents indicated communication between the district and home is strong. They also shared that the district tries to keep everyone on the same page, and not only is there adequate communication, but it is provided in both English and Spanish to include more stakeholders. In interviews with district leaders, a common theme was the shifting demographics in the district, with increases in the number of students with socio-economic needs as well as an increase in students with English Language (EL) support needs. As a result, district leaders stay keenly aware of the needs of students and their families. The district is re-shaping its EL program, including hiring additional staff and planning a newcomer program for elementary and middle school students in addition to the one that exists for high school students. The district offers support for students through a school food distribution program and hosting a mobile health clinic. District leaders have also begun district equity walks to ensure equitable support throughout the district. District-guided practices that demonstrate respect, fairness, equity, and inclusion shape the culture. The team suggests the district continue to collect, analyze, and utilize data from surveys that provide insight into stakeholder perceptions to ensure practices continue to sustain the positive culture of the Ralston Public Schools. The team also suggests continuing to transparently ensure equity of resources and support throughout the district to model attributes and practices that will sustain the current culture of fairness, equity, and inclusion for all students.

**Ralston Public Schools provides the resources and assistance necessary to promote effective collegiality and collaboration to advance identified priorities that support learners' academic growth and well-being.** The Culture of Learning narrative presents the district's professional learning community (PLC) structure. The district has a district-wide early release day for students each Friday, so a dedicated, scheduled time is available for staff to collaborate. Teachers indicated in interviews that the PLC time gives them the opportunity to look at student data to determine where students are struggling or what their



needs are. This helps inform the support given to students during the building W.I.N. (What I Need) time. Teachers also indicated that their PLC time allows them to work in teams, such as departments or grade levels. Teachers indicate they appreciate having dedicated time within the workday for this collaboration. Parent interviews also indicate they support the district scheduling time for teachers and staff to collaborate to better serve the students. Dedicated time for staff to work together collaboratively allows the identification of common problems and the planning and implementation of solutions on behalf of learners. In the district improvement journey overview, the team heard plans for further developing and strengthening the PLC culture and practices to ensure all professional staff “are at the table” for collaborating around student needs. In interviews with district leadership, the leadership indicated a need to ensure time was being maximized to support all students at all skill levels through strengthening Tier 1 instruction. Teachers also indicated in interviews that there is a need to get to know the new curricula better and for all staff to be held to high expectations when it comes to instruction and participation in PLCs. Developing and strengthening the PLC operating practices for consistency and equity of participation sets expectations for collegiality and collaboration so professional staff can learn from one another and make decisions that positively impact student outcomes. The team suggests during the further development and strengthening of the PLC process that professional staff are provided coaching from leaders on utilizing professional collaboration time to examine and reflect on instructional practices for the purpose of improving student learning.

### **Leadership for Learning**

**The support of a strong board of education, school leadership, and staff who are qualified and highly committed to taking care of the whole child drives the equitable allocation of resources to ensure that learners’ academic and non-academic needs are met.** The Ralston Board of Education is actively involved in the continuous improvement efforts of the district. The board members participate in committees focused on the district’s priorities of finance and human resources, teaching and learning, and building, grounds, and operations. The board meets twice monthly, holds regular retreats, and members participate in board-specific professional learning through the Nebraska Association of School Boards and national conferences. The board has won

the Board of Excellence award three years in a row. In interviews with board members, they indicated they consider their foundation to be that they are all interested in what’s good for the kids, and that is “where our bottom line is.” In interviews with the school board, members shared their goal of allocating resources: making sure all kids have opportunities and the students are ready for the future. The board cited programs such as a CNA program, automotive certification, building a greenhouse for student learning, and starting an FFA chapter in the middle of urban Omaha as evidence of their focus on meeting students’ needs and interests. The board indicated they are looking forward to developing new strategic initiatives in collaboration with the district administration, but they do not want to dictate a plan but rather provide feedback so goals can be developed with the board helping achieve those goals. The board of education and district leaders working together collaboratively within their respective roles serves to further the district’s improvement while also ensuring commitment to learners and the district’s priorities. The district is also in a time of leadership transition. This transition includes a new superintendent with a rich history within the district and also restructuring in the district leadership with new leaders in the positions of assistant superintendent of business, assistant superintendent of teaching and learning, and director of teaching and learning. The district overview shared that new faces were intentionally added to new positions to “provide an outside look at what we’re doing.” The district also has qualified professional staff; 98% of teachers are endorsed in their assigned subject area, and 71.3% of teachers hold at least one master’s degree. In teacher interviews, they indicate the district has “kept a needle on where our needs are” by providing what is needed to meet the needs of the learners. Qualified staff with the required skills for their positions work together in alignment with the district’s mission and vision. The team suggests the district involve staff members and the school board in the planned review and revision of the district’s mission, vision, and beliefs to assure continued alignment and coherence of individual and collective decisions and behaviors in support of the district’s priorities.

**The district has developed a continuous improvement process.** However, the process would benefit from further systemic development to ensure it is aligned throughout the district. In the Leadership for Learning narrative, the district discussed the teacher-centric District Steering Committee, which exists as



part of the continuous improvement process as a mechanism for having teachers in leadership roles regarding district improvement planning and monitoring. One to two teachers per building serve on the committee for the duration of the five-year accreditation cycle. In the district improvement journey overview, the leadership shared that at one time there was a solid process for continuous improvement; however, the process currently is not consistent or streamlined, and every building has a different format and process for their improvement planning and carrying out the planning. Principal interviews indicated there has been a shift in the process this year with the change of leadership, and principals appreciate the district moving toward guiding the overall focus of the improvement goals. They indicated they have all been “on islands, doing our own goals.” Teacher interviews revealed continuous improvement processes look different at each building, and the process seems to keep changing. A systemic continuous improvement process focused on learners' experiences and needs that involves professional staff engaged in the process impacts district-wide effectiveness. Teachers did indicate in interviews that they feel their administrators involve them in decisions for the school so they “can all own” them. However, teacher interviews also revealed that some teachers feel left out. When parents were asked in interviews about providing input into school improvement initiatives, they said they didn't have formal opportunities to provide that kind of feedback, but they did get mailers with updates on an annual report. They also indicated they participate in surveys, but they are not always certain of the results. In interviews with students, they also indicated they feel like they are asked to participate in giving feedback or ideas through surveys, but they don't always know what happens with the results of those surveys, so they are unsure if they are being considered or not. Actively encouraging and providing opportunities for stakeholder involvement and transparently sharing the results of stakeholder feedback promotes stakeholder willingness to share in responsibilities that support the district's priorities. The team suggests the district continue to ensure the continuous improvement processes are not only consistent and aligned throughout the district, but stakeholders are provided opportunities to grow individual or collective leadership to increase their vested interest in the district.

### **Engagement of Learning**

**Learners have equitable opportunities to realize**

**their learning potential through a variety of academic and non-academic experiences.** A review of the Ralston Public Schools course description guide outlines a wide variety of courses offered for high school students, including core classes at varying levels, from EL Sheltered courses to AP courses. A wide variety of elective classes include fine arts, career education, information technology, health sciences, education and training, agriculture, skilled and technical services, and customized career pathway internships. Career academies are also offered through Metro Community College. Interviews with high school students revealed a variety of activities available, such as sports, show choir, cheer, dance studio, theater, One Act, and art club. Students shared that one of the best things about their school is the variety of offered activities, and the school helps avoid overlap so students can be involved in as many things as they can. Interviews with middle school students indicated there are a variety of activities available, such as sports, clubs, band, chorus, student council, the National Jr. Honor Society, and the HOPE Squad. In elementary student interviews, students shared they had intramural sports in grades 4-6, Little Rams before and after school program, and student council. All students in Ralston Public Schools are provided with a Chromebook to support learning. The district shared that supports are in place for the growing EL population of students, such as sheltered courses, bilingual teachers, a newcomer program for high school students, and plans for a newcomer program for elementary and middle school students to begin next school year. The schools also have the W.I.N. program in place to support students in their learning. Each school has a HAL (High Ability Learner) program as well as special education. Access and choice in academic and non-academic experiences allow students opportunities to realize their learning potential. The team suggests Ralston Public Schools continue to monitor and understand the evolving needs of its learners and tailor experiences based on those needs to ensure learners have multiple opportunities to access academic and non-academic offerings to realize their learning potential.

**Professional staff members are committed to providing learners with a supportive learning environment.** However, a need exists for the utilization of learner-centered instructional practices to increase student engagement. In the Engagement of Learning narrative, the district shared acknowledgment of efforts to improve student



engagement, but evidence shows a need to continue work in this area. Cognia student surveys indicate 33.6% of elementary students and 29.8% of secondary students have the opportunity to provide input about their opinions or how they feel about their learning. There is also inconsistency in student survey results between elementary and secondary students regarding experiences promoting and developing their self-confidence and love of learning. While 79.4% of students in grades 3-5 believe their teachers promote their self-confidence in learning, only 39.9% of students in grades 6-12 believe this to be true. Providing opportunities and experiences that promote learner self-confidence increases learner motivation, curiosity, and excitement about their learning. Regarding student voice and responsibility in their learning, elementary students indicated in interviews that they do not keep track of their learning progress and “save it up for parent and teacher conferences.” They shared that they feel nervous to find out how they are performing. Middle school students reported the same finding in interviews. When high school students were asked how they take responsibility for their learning progress, they indicated that sometimes they set goals at the beginning of the year but don't look at them again. Students also indicated that it depends on the teacher. Learner-centered conditions that respect student voice promote learners' active discovery and give learners input into instructional and learning activities. Data from the district-conducted eleot® observations revealed a score of 2.70 in the Active Learning Environment, below the network average of 3.08. On classroom eleot sweeps by the review team, the Active Learning Environment shows a score of 2.25, with particularly lower scores in learner collaboration with each other to complete activities or tasks. Cognia teacher surveys indicate that 74% of teachers believe they almost always design lessons based on high expectations for their students. 52% of teachers also reported they provide a variety of ways for students to show their learning; however, Cognia student surveys reveal just 7.1% of students in grades 3-5 and 13.3% of students in grades 6-12 indicate they have opportunities to have choices in their learning activities. In addition, 59.4% of students in grades 6-12 indicate they regularly do the same work as everyone else. The district eleot observation data indicates a score of 2.80 in the High Expectations Environment, below the network average of 3.02, and eleot observation sweeps by the review team indicate a score of 2.30 in the High Expectations Environment. In interviews, students unanimously indicated that they feel supported and

cared for by their teachers. However, when asked about their learning, students shared they don't get regular opportunities to use different ways to show what they know, and the high school students directly stated, “We need more engaging ways.” Elementary students expressed that they are not sure how they know if they are learning, and most students said school is not very challenging. They also indicated they would like more opportunities to do activities hands-on or on the computer. Instructional activities and experiences based on individual learner needs and interests allow learners to reach their potential. The team suggests the district increase the collection, analysis, and utilization of learning environment observation data to plan and implement professional learning focused on student-centered practices to increase student engagement.

### **Growth in Learning**

**A balanced system, including formative, interim, and summative assessments, exists that provides a variety of data for staff to use to determine learners' progress toward and achievement of intended learning outcomes.** The district's Student Performance Analysis as well as the Growth in Learning narrative showcased a balanced assessment system utilized in Ralston Public Schools that includes ACT, PreACT, NSCAS Growth, NSCAS-Alternate Assessments, ELPA21, FastBridge screener, Really Great Reading diagnostics, IXL diagnostics, curricular common formative and summative assessments, and informal classroom formative assessments such as exit tickets and bell work. Student course pass/fail rates are also monitored. The district also utilizes other data sources to enhance or corroborate the information gleaned from assessments, such as attendance data, perceptual data, and eleot data. Teacher interviews revealed assessment data is utilized in the weekly PLC meetings to determine what help students might need during W.I.N. time. Teachers also indicated they utilize multiple levels of data to see where students are progressing. In school board interviews, members shared that all schools present to them annually on both learning progress and how kids are engaging. The board also indicated they use data “absolutely and on a regular basis” to guide decisions. District leaders shared that each school has a data team comprised of the counselor, school psychologist, and principal, where assessment and other data are used to have conversations about student learning needs in the building. Using assessment data to determine learners' progress toward and achievement of



intended learning outcomes guides intentional decisions for learners' growth and well-being. The team suggests the district continue to consistently

consider data from their balanced assessment system for ongoing planning, decision-making, and modification of curriculum and instruction.

## Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards.

### Noteworthy Practices

In conducting the review, the evaluator identified Noteworthy Practices that reflect significant areas of strength in the work of the institution. Although there are numerous examples of the institution's level of quality, the recognition of Noteworthy Practices reflects the greatest strengths of the institution.

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- 1 Ralston Public Schools has created a welcoming, respectful, inclusive atmosphere where learners' well-being and building positive relationships among staff and students are at the heart of the district. Stakeholders across all groups consistently emphasized the power of strong relationships among staff and students throughout the system, and students feel consistently cared for and supported by the staff every day.**

Standard 2   Standard 4   Standard 1

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### Areas for Improvement

Using the information collected and reviewed, the evaluator identified the following Areas for Improvement that will help the institution improve. The Areas for Improvement will be revisited when the institution conducts Cognia's Progress Report.

- 
- 1 Research and utilize learner-centered instructional practices designed for learners to reach their potential.**

Standard 20   Standard 21   Standard 22

**RATIONALE** If instruction is characterized by high expectations, data-informed adjustments, and learner-centered practices to meet individual learner needs and interests, then students will show motivation about their learning and will reach their potential.

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- 2 Create and implement a continuous improvement process that is systemic and systematic.**

Standard 7   Standard 9

**RATIONALE** If a continuous improvement process based on envisioning, planning, implementing, and evaluating is used systemically and systematically throughout the district and creates conditions of collective leadership amongst multiple stakeholders, then improved learning and engaged stakeholders will contribute to the overall effectiveness of the district.

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# Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning the accreditation status of your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

Your Institution's IEQ	SCORE	DESCRIPTION
<b>290</b> Cognia's IEQ Network Average: <b>253</b>	<b>Below 220</b>	An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Monitoring Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
	<b>220 - 300</b>	An IEQ in the range of 220-300 suggests the institution has some Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory improvement is not achieved.
	<b>Above 300</b>	An IEQ above 300 indicates the institution meets Cognia's expectations for accreditation that include one or more Areas for Improvement and may include one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Report due three years following the review. Additional progress monitoring may be required if satisfactory progress is not achieved.

## Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.



# Evaluator Roster

The Engagement Review is conducted by professionals with varied backgrounds and professional experiences. All evaluators complete Cognia training and elect certification to ensure knowledge and understanding of the Cognia tools and processes. The following professional(s) served on the Engagement Review:

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EVALUATOR NAME	BRIEF BIOGRAPHY
<b>Laurie Hanna</b> <b>Lead Evaluator</b>	<p>Mrs. Laurie Hanna joined Cognia in 2022 as a regional accreditation evaluator and currently serves in that role in the Midwest region. She retired in June of 2022 after serving 35 years as an educator, most recently as the director of assessment and accreditation for Bellevue Public Schools in Bellevue, Nebraska. She has also served as a middle school principal, as a middle school dean, and as a special education teacher in all grade levels and in both urban and rural school districts, including Bellevue Public Schools and Wayne Community Schools in Nebraska, Blackwell Public Schools in Oklahoma, Zion Elementary District 6 in Illinois, and Framingham Public Schools in Massachusetts. Mrs. Hanna earned her Bachelor of Science in education-special education with a minor in elementary education from the University of Arkansas and her Master of Science in educational administration and leadership from the University of Nebraska-Omaha.</p>
<b>Dan Leikvold</b> <b>Frances Pokorski</b> <b>Joseph Jacoby</b>	

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## ELEOT Results

School	Equitable Learning	High Expectations	Supportive	Active Learning
District 18-19	2.8	2.68	3.25	2.7
District 21-22	3.09	2.81	3.47	2.73
District 23-24	3.05	2.82	3.28	2.68
RHS	2.73	2.55	2.91	2.567
RMS	3.47	3.4	3.75	2.91
WW	3.68	2.93	3.7	2.57
SY	3.59	3.15	3.77	2.84
MB	2.28	2.33	2.94	2.5
ME	3.3	3.09	3.67	3.2
KW	2.45	2.44	2.5	2.52
BL	2.25	2.2	2.63	2
Average	2.96875	2.76125	3.23375	2.638375

Progress Monitored	Well Managed	Digital Learning
2.56	3.2	1.67
2.82	3.37	1.84
2.68	3.41	1.49
<b>2.05</b>	3.09	1.95
3.63	3.55	2.13
2.98	3.41	1.38
3.05	3.64	1.06
2.41	<b>2.78</b>	<b>1</b>
2.86	3.95	1.12
<b>2.07</b>	3.02	1.06
<b>2.25</b>	<b>2.63</b>	1.22
2.6625	3.25875	<b>1.365</b>

BID FORM

JOB ADDRESS #1:  
SEYMOUR ELEMENTARY  
4900 S. 79<sup>TH</sup> ST.  
RALSTON, NE 68127

JOB ADDRESS #2:  
KAREN WESTERN ELEMENTARY  
6224 H ST.  
OMAHA, NE 68117

BID OPENING:  
APRIL 16<sup>TH</sup> AT 12:00 AM  
RALSTON PUBLIC SCHOOLS ADMINISTRATION OFFICE  
8545 PARK DR.  
RALSTON, NE 68127

BASE BID, RALSTON 2024 SEYMOUR ELEMENTARY REPLACEMENT:

**\$ 138,000.00 – One Hundred Thirty Eight Thousand**

BASE BID, RALSTON 2024 KAREN WESTERN ELEMENTARY REPLACEMENT:

**\$ 110,000.00 - One Hundred Ten Thousand**

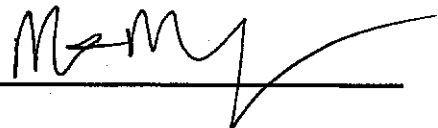
BASE BID, RALSTON 2024 COMBINED TOTAL:

**\$ 248,000 - Two Hundred Forty-Eight Thousand**

CONCRETE DECK REPLACEMENT/SQ.FT.: \$           

100% PAYMENT/PERFORMANCE BOND REQUIRED MM (INITIALS)

COMPANY NAME: Murray Roofing, LLC

BY: 

DATE: 11-15-24

BID FORM

JOB ADDRESS #1:  
SEYMOUR ELEMENTARY  
4900 S. 79<sup>TH</sup> ST.  
RALSTON, NE 68127

JOB ADDRESS #2:  
KAREN WESTERN ELEMENTARY  
6224 H ST.  
OMAHA, NE 68117

BID OPENING:  
APRIL 16<sup>TH</sup> AT 12:00 AM  
RALSTON PUBLIC SCHOOLS ADMINISTRATION OFFICE  
8545 PARK DR.  
RALSTON, NE 68127

BASE BID, RALSTON 2024 SEYMOUR ELEMENTARY REPLACEMENT:

**\$ 138,000.00 – One Hundred Thirty Eight Thousand**

BASE BID, RALSTON 2024 KAREN WESTERN ELEMENTARY REPLACEMENT:

**\$ 110,000.00 - One Hundred Ten Thousand**

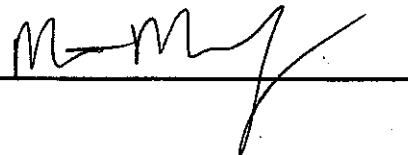
BASE BID, RALSTON 2024 COMBINED TOTAL:

**\$ 248,000 - Two Hundred Forty-Eight Thousand**

CONCRETE DECK REPLACEMENT/SQ.FT.: \$           

100% PAYMENT/PERFORMANCE BOND REQUIRED MM (INITIALS)

COMPANY NAME: Murray Roofing, LLC

BY: 

DATE: 4-15-24

BID FORM

JOB ADDRESS #1:  
SEYMOUR ELEMENTARY  
4900 S. 79<sup>TH</sup> ST.  
RALSTON, NE 68127

JOB ADDRESS #2:  
KAREN WESTERN ELEMENTARY  
6224 H ST.  
OMAHA, NE 68117

BID OPENING:  
APRIL 16<sup>TH</sup> AT 12:00 AM  
RALSTON PUBLIC SCHOOLS ADMINISTRATION OFFICE  
8545 PARK DR.  
RALSTON, NE 68127

BASE BID, RALSTON 2024 SEYMOUR ELEMENTARY REPLACEMENT:

\$ 166,900<sup>00</sup>

BASE BID, RALSTON 2024 KAREN WESTERN ELEMENTARY REPLACEMENT:

\$ 98,100<sup>00</sup>

BASE BID, RALSTON 2024 COMBINED TOTAL:

\$ 262,000<sup>00</sup>

CONCRETE DECK REPLACEMENT/SQ.FT.: \$ 35<sup>00</sup>

100% PAYMENT/PERFORMANCE BOND REQUIRED RM (INITIALS)

COMPANY NAME: McKinnis Roofing + Sheet metal LLC

BY: Rachel Miller

DATE: 4/16/24

BID FORM

JOB ADDRESS #1:  
SEYMOUR ELEMENTARY  
4900 S. 79<sup>TH</sup> ST.  
RALSTON, NE 68127

JOB ADDRESS #2:  
KAREN WESTERN ELEMENTARY  
6224 H ST.  
OMAHA, NE 68117

BID OPENING:  
APRIL 16<sup>TH</sup> AT 12:00 AM  
RALSTON PUBLIC SCHOOLS ADMINISTRATION OFFICE  
8545 PARK DR.  
RALSTON, NE 68127

BASE BID, RALSTON 2024 SEYMOUR ELEMENTARY REPLACEMENT: \_

\$ 151,131.00 - One hundred Fifty One Thousand One hundred Thirty

BASE BID, RALSTON 2024 KAREN WESTERN ELEMENTARY REPLACEMENT: \_

\$ 97,653.00 - Ninety Seven Thousand Six hundred Fifty Three

BASE BID, RALSTON 2024 COMBINED TOTAL:

\$ 248,784.00 - Two hundred Forty Eight Thousand  
Seven hundred Eighty Four

CONCRETE DECK REPLACEMENT/SQ.FT.: \$ 65

100% PAYMENT/PERFORMANCE BOND REQUIRED KJ (INITIALS)

COMPANY NAME: White Castle Roofing

BY: Kolby Johnson

DATE: 04-16-2024

BID FORM

JOB ADDRESS #1:  
SEYMOUR ELEMENTARY  
4900 S. 79<sup>TH</sup> ST.  
RALSTON, NE 68127

JOB ADDRESS #2:  
KAREN WESTERN ELEMENTARY  
6224 H ST.  
OMAHA, NE 68117

BID OPENING:  
APRIL 16<sup>TH</sup> AT 12:00 AM  
RALSTON PUBLIC SCHOOLS ADMINISTRATION OFFICE  
8545 PARK DR.  
RALSTON, NE 68127

BASE BID, RALSTON 2024 SEYMOUR ELEMENTARY REPLACEMENT:

\$ 288,370.00

BASE BID, RALSTON 2024 KAREN WESTERN ELEMENTARY REPLACEMENT:

\$ 132,550.00

BASE BID, RALSTON 2024 COMBINED TOTAL:

\$ 420,920.00

CONCRETE DECK REPLACEMENT/SQ.FT.: \$ 500

100% PAYMENT/PERFORMANCE BOND REQUIRED TB (INITIALS)

COMPANY NAME: Imperial Roof Systems

BY: Trevor Blessing

DATE: 4/16/2024

BID FORM

JOB ADDRESS #1:  
SEYMOUR ELEMENTARY  
4900 S. 79<sup>TH</sup> ST.  
RALSTON, NE 68127

JOB ADDRESS #2:  
KAREN WESTERN ELEMENTARY  
6224 H ST.  
OMAHA, NE 68117

BID OPENING:  
APRIL 16<sup>TH</sup> AT 12:00 AM  
RALSTON PUBLIC SCHOOLS ADMINISTRATION OFFICE  
8545 PARK DR.  
RALSTON, NE 68127

BASE BID, RALSTON 2024 SEYMOUR ELEMENTARY REPLACEMENT:

\$ 199,000

BASE BID, RALSTON 2024 KAREN WESTERN ELEMENTARY REPLACEMENT:

\$ 79,000

BASE BID, RALSTON 2024 COMBINED TOTAL:

\$ 278,000

CONCRETE DECK REPLACEMENT/SQ.FT.: \$ 0 N/A

100% PAYMENT/PERFORMANCE BOND REQUIRED \_\_\_\_\_ (INITIALS)

COMPANY NAME: Mejia Roofing & Contractors

BY: Anthony Lemus

DATE: 4/15/2024

## 3030

### **Automatic External Defibrillator (AED) Program**

An automatic external defibrillator (AED) is a portable device used to induce electrical stimulation to the heart muscle in the event of a potential cardiac arrest. The school district has a limited number of AEDs in its facilities. The location of the AEDs will be determined by the AED Program Coordinator in consultation with members of the school district administration and the local fire/EMS department. The presence of AEDs in certain locations in selected district buildings does not imply that AEDs will generally be available in all locations or in all district buildings. Likewise, the district does not make any promise, express or implied, that a trained staff member will be available to operate the AED in the event of a potential cardiac arrest.

#### 1. Equipment

Equipment shall be an automated external defibrillator in working condition that meets standards established by the Federal Food and Drug Administration and is in compliance with the manufacturer's maintenance schedule. Gifts, grants and donations, including in-kind donations, designated for obtaining an automated external defibrillator, or for inspection, maintenance or training in the use of an automated external defibrillator will be accepted and placed into a special district account to assist in obtaining and maintaining AEDs.

When the school acquires an AED it will notify the local emergency medical service of the existence, location, and type of the AED, and will notify EMS of any change in the location of such defibrillator. If an AED is located in a bus or other school vehicle, only the primary site where the vehicle or object is located will be reported to EMS.

#### 2. Program Coordinator

a. The School District's AED Program Coordinator is District Nursing Coordinator.

b. The Program Coordinator shall:

- Consult with the school's administration and the medical advisor to develop a written protocol for the use of AEDs, and post such protocol near each AED
- Select employees for AED training
- Arrange for appropriate training of anticipated users at least annually
- Maintain a training schedule that includes the names of those trained and dates both of current training and dates for recertification.
- Check equipment according to the manufacturer's guidelines and take appropriate action in the event of any variance or need
- Maintain on file a specification sheet on each approved AED model
- Monitor the effectiveness of this system

- Communicate with medical director on issues related to medical emergency response program including post-event reviews
- Coordinate with the local fire department and police department
- Take appropriate steps after an AED event, including sharing of data with appropriate medical and EMS personnel, cleaning, replacing or recharging components of the AED as appropriate.

3. ~~Medical Oversight~~

a. ~~The medical advisor of the AED program is \_\_\_\_\_, MD.~~

b. ~~The medical advisor has ongoing responsibility for:~~

- ~~Providing medical direction for use of AEDs~~
- ~~Writing a prescription for AEDs~~
- ~~Reviewing and approving guidelines for emergency procedures related to use of AEDs and cardio pulmonary resuscitation~~
- ~~Evaluation of post-event review forms and digital files downloaded from the AED~~

3. Volunteer Responders

Anyone may, at their discretion, provide voluntary assistance to victims of medical emergencies. The extent to which these individuals respond shall be appropriate to their training and experience, and may include CPR, AED or medical first aid.

Adopted on: July 25, 2016

Revised on:

Reviewed on: September 23, 2019

# Ralston High School English Department Curriculum

<b>Pre-ACT Data</b>		
	2021-2022	2022-2023
English	11.7	14
Math	15.1	16.4
Reading	16.1	17.4
Science	14.9	15
Composite	14.6	15.8

<b>Ralston ACT Data</b>						
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2022-2023
English	17.3	17.4	18.4	18.7	15.8	14.5
Math	17.8	17.8	19.3	18.3	17	16
Reading	18.5	18.7	19.5	19.5	17.5	17
Science	18.2	18.5	19.5	19.2	17.3	16.5
Composite	18.1	18.3	19.3	19.1	17	16.1



# Ralston High School English Department Curriculum

## Nebraska's College & Career Ready Standards for English Language Arts (2021-approved)

### Fall 2023

- Strong Instruction
- Material Review
- Data

### Spring Semester 2024

- Pilot Materials
- Final Decision

We found four key resources that influence a student's school experience and outcomes.

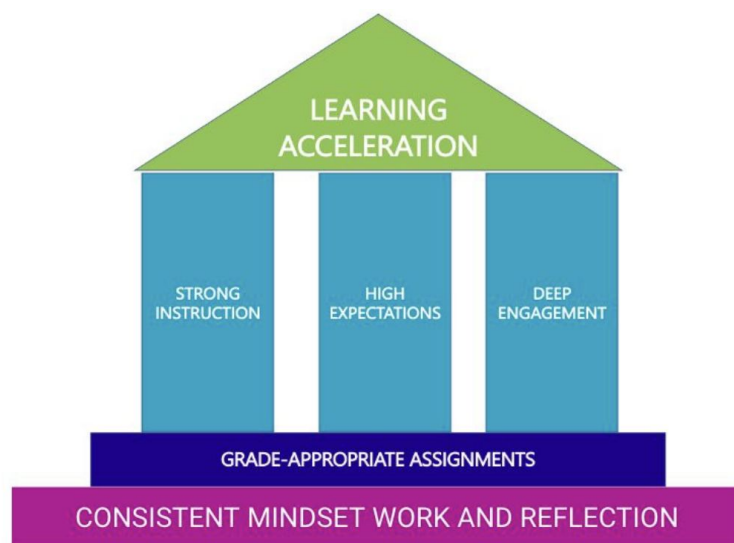
1 Consistent opportunities to work on **GRADE-APPROPRIATE ASSIGNMENTS**

2 **STRONG INSTRUCTION**, where students do most of the thinking in a lesson

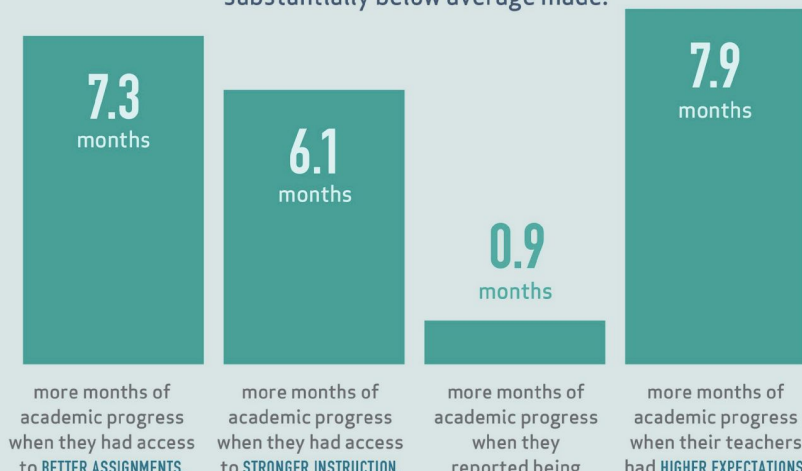
3 **DEEP ENGAGEMENT** in what they're learning

4 Teachers who hold **HIGH EXPECTATIONS** for students and believe they can meet grade-level standards

Unfortunately, these resources are few and far between for most students –and *particularly* for students of color, those from low-income families, English language learners, and students with mild to moderate disabilities.



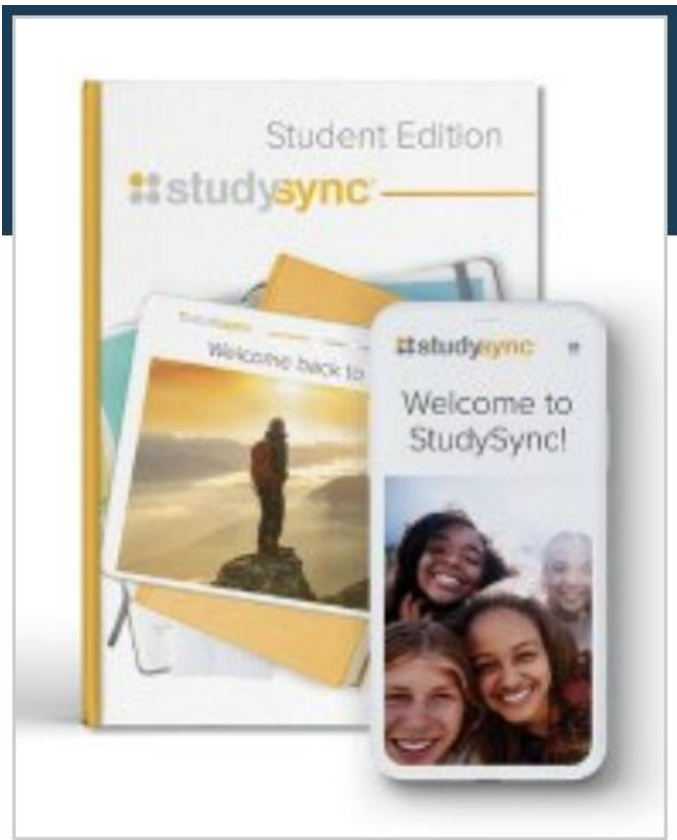
In our sample, students who started the year performing substantially below average made:



**Ralston**  
PUBLIC SCHOOLS

## Material Review and Vision for Instruction

- What are High-Quality Instructional Materials?
  - Standards aligned, rigorous, grade-level
- ELA Specific
  - Text Quality and Complexity, and Alignment to Standards with Tasks Grounded in Evidence
  - Building Knowledge with Texts, Vocabulary, and Tasks
  - Instructional Supports and Usability

A colorful book cover for "myPerspectives ENGLISH LANGUAGE ARTS". The cover features illustrations of a house, a tree, a boat with a tiger, and a dandelion. Three book covers are shown floating above: "Picture Us in the Light" by Kelly of Bully, "The Outsiders" by S.E. Hinton, and "Bud, Not Buddy" by Christopher Paul Curtis.

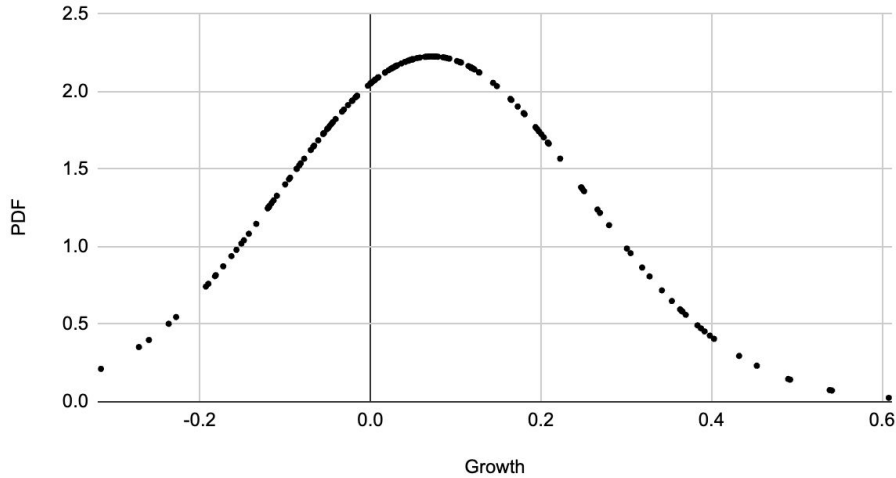
**myPerspectives**  
ENGLISH LANGUAGE ARTS

## Takeaways from the Pilot

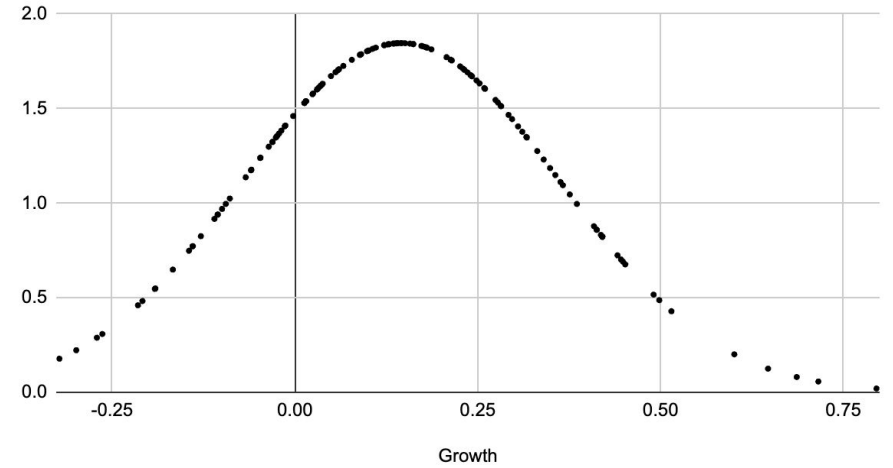
- Our students grew from PreTest to PostTest (Fresh: 5%, Soph: 13%)
- Average PostTest score was 55%
  - Many of our students require foundational skills interventions to properly access our high-level curriculum.
  - PLC is analyzing standards data to identify areas of struggle.
- Growth in proficiency with target standards within the pilot units.
- By utilizing pre/post assessments and the standards report, we will be able to track data far more consistently and effectively in our 9-12 English courses.

# 295 Student's Growth from PreTest to PostTest

Percentage Growth From Screener to Final Assessment



Sophomore Growth from Screener to Final Assessment

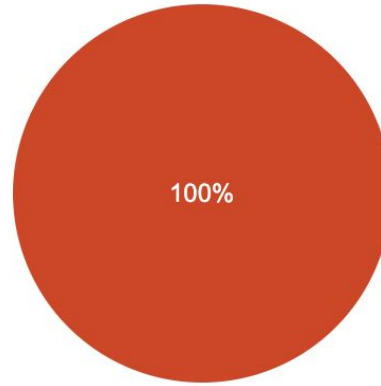


## Benefits of MyPerspectives' Philosophy, Assessments, and Selection Tests

- Each unit is built in accordance with gradual release.
- Flexible Summative Assessments per unit (2 Essays, 1 Speech, 1 Unit Test)
- Selection Tests (Quizzes after each reading) develop a data profile for each student based on standards.
- Focus on reading strategies, vocabulary in context, and application of mini lessons throughout text.
- Mostly PreMade PowerPoints
- Grammar Workbook that Will Be Useful for Targeted Interventions
- Greater Focus on All Standards, Spiraled Throughout Multiple Units.

## What our teachers said...

- Standards aligned
- Digital Platform
- Promising Data Analysis
- Assessments
- Additional Resources



- McGraw-Hill StudySync
- Savvas myPerspectives





## Implementation

- Instructional Vision
- Expectations for Use
- Unit and Lesson Internalization (Backwards Planning)
- Guided Walk-Through
- Instructional Rounds
- Ongoing Professional Development for Teachers and Administrators
- Data Analysis

## District Implementation

- Data Literacy
- Instructional Model
- Student Engagement



Sara Zabrowski-Gates  
 K-12 Curric/Instruct Director  
 Ralston School District 54  
 8545 Park Dr  
 Ralston, NE 68127-3690  
 United States

**Quote Number:** 265449-8  
**Quote Creation Date:** 04-16-2024  
**Quote Expiration Date:** 09-30-2024

**Quote Release:** 8

**MyPerspectives 2025 Grades 9-12 - 6yr Print Subscription with 6yr Digital Access to Revision Assistant and Realize**  
**Price Quote Summary**

Solution	Base Amount	Free Amount	Total
myPerspectives English Language	\$ 138,446.00	\$ 25,077.62	\$ 138,446.00
myPerspectives Professional	\$ 0.00	\$ 2,100.00	\$ 0.00
<b>Solution Subtotal</b>	<b>\$ 138,446.00</b>	<b>\$ 27,177.62</b>	<b>\$ 138,446.00</b>
	<b>Shipping &amp; Handling</b>		<b>\$ 8,306.76</b>
		<b>Total</b>	<b>\$ 146,752.76</b>

**Price Quote Detail**

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
<b>myPerspectives English Language Arts</b>						
<b>Consumable + Rev Asst</b>						
9798213012217	MYPERSPECTIVES 2025 CONSUMABLE STUDENT EDITION 6-YEAR + 6-YEAR REVISION ASSISTANT + 6-YEAR LICENSE GRADE 11	217.00	24	126	\$5,208.00	\$27,342.00
9798213012194	MYPERSPECTIVES 2025 CONSUMABLE STUDENT EDITION 6-YEAR + 6-YEAR REVISION ASSISTANT + 6-YEAR LICENSE GRADE 09	217.00	24	221	\$5,208.00	\$47,957.00
9798213012200	MYPERSPECTIVES 2025 CONSUMABLE STUDENT EDITION 6-YEAR + 6-YEAR REVISION ASSISTANT + 6-YEAR LICENSE GRADE 10	217.00	24	241	\$5,208.00	\$52,297.00
	<b>Consumable + Rev Asst Subtotal</b>				<b>\$ 15,624.00</b>	<b>\$ 127,596.00</b>

Ralston School District 54

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
<b>Grade 10 - SE/TE</b>						
9781428516717	MYPERSPECTIVES 2025 TEACHER EDITION GRADE 10	181.50	9	0	\$1,633.50	\$0.00
<b>Grade 10 - SE/TE Subtotal</b>					<b>\$ 1,633.50</b>	<b>\$ 0.00</b>
<b>Grade 12 - Consumable + Rev Asst</b>						
9798213012224	MYPERSPECTIVES 2025 CONSUMABLE STUDENT EDITION 6-YEAR + 6-YEAR REVISION ASSISTANT + 6-YEAR LICENSE GRADE 12	217.00	0	50	\$0.00	\$10,850.00
<b>Grade 12 - Consumable + Rev Asst Subtotal</b>					<b>\$ 0.00</b>	<b>\$ 10,850.00</b>
<b>Grade 12 - SE/TE</b>						
9781428516731	MYPERSPECTIVES 2025 TEACHER EDITION GRADE 12	181.50	3	0	\$544.50	\$0.00
<b>Grade 12 - SE/TE Subtotal</b>					<b>\$ 544.50</b>	<b>\$ 0.00</b>
<b>Grade 9 - SE/TE</b>						
9781428516700	MYPERSPECTIVES 2025 TEACHER EDITION GRADE 9	181.50	8	0	\$1,452.00	\$0.00
<b>Grade 9 - SE/TE Subtotal</b>					<b>\$ 1,452.00</b>	<b>\$ 0.00</b>
<b>Novels ©2023</b>						
9780689866913	PETER PAN	7.99	638	0	\$5,097.62	\$0.00
<b>Novels ©2023 Subtotal</b>					<b>\$ 5,097.62</b>	<b>\$ 0.00</b>
<b>SE/TE</b>						
9781428516724	MYPERSPECTIVES 2025 TEACHER EDITION GRADE 11	181.50	4	0	\$726.00	\$0.00
<b>SE/TE Subtotal</b>					<b>\$ 726.00</b>	<b>\$ 0.00</b>

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
<b>myPerspectives English Language Arts Subtotal</b>					<b>\$ 25,077.62</b>	<b>\$ 138,446.00</b>
<b>myPerspectives Professional Development</b>						
<b>myPerspectives ©2025 Professional Learning Offerings</b>						
0000000126541	VIRTUAL MYPERSPECTIVES ©2025 IMPLEMENTATION ESSENTIALS (1HR) PREPAID	700.00	3	0	\$2,100.00	\$0.00
<b>myPerspectives ©2025 Professional Learning Offerings Subtotal</b>					<b>\$ 2,100.00</b>	<b>\$ 0.00</b>
<b>myPerspectives Professional Development Subtotal</b>					<b>\$ 2,100.00</b>	<b>\$ 0.00</b>
<b>Solution Subtotal</b>					<b>\$ 27,177.62</b>	<b>\$ 138,446.00</b>
<b>Shipping and Handling</b>						<b>\$ 8,306.76</b>
					<b>Total</b>	<b>\$ 146,752.76</b>

Discounted Shipping & Handling Applied

## Savvas Learning Company LLC Terms and Conditions

**To place your order** please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form **or** by mail. Please submit your PO and price quote via one of the following methods:

**Online:** <https://support.savvas.com/support/s/customerserviceus>

**Mail:** PO Box 6820, Chandler, AZ 85246

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS. For questions regarding your order please call Customer Service: 1-800-848-9500.

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**Shipping & handling** charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will appear on the customer proposal and invoice as a S&H charge.

**Taxes:** All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

**Platforms:** Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

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**Return Policy:** Returns (other than damaged or defective products) are subject to the following conditions: (a) materials must be returned to Savvas at the customer's expense in new, unused condition, suitable for resale by Savvas (note that any barcoding, stickering, stamping or similar marking on any print materials renders them unsuitable for resale); (b) materials must be returned within six (6) months from the date of purchase; (c) the customer must obtain a Return Materials Authorization ("RMA") from Savvas prior to returning the materials, and must ship the materials back to Savvas within thirty days of receiving the RMA; (d) all materials sold in a set or package must be returned complete as originally sold; and (e) any materials provided by Savvas to the customer on a no-charge basis in consideration of the customer's purchase must be returned in proportion to the purchased materials that are being returned for a credit. A restocking fee of 3% may be applied to credits over \$1,000. Savvas' return policy does not apply to science lab kits or trade publication novels, which are sold on a non-returnable basis.

**Consumable Worktexts:** Subsequent year consumable worktexts will ship each year on the anniversary of the original order date for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to shipment date. (the anniversary of the original order date unless changed). Changes can be made on the Subscription Worktext Site:

<https://worktext-subscriptions.savvas.com>

**Annual subscriptions for iLit and Successmaker Only:** Savvas' iLit and Successmaker products (and no others) automatically renew on the anniversary date of the original purchase and will be invoiced accordingly unless otherwise specified.

**Technical support services** are included with purchase of Savvas digital products.

online help: <https://support.savvas.com/support/s/k12-curriculum-support-form>

phone: 1-800-848-9500

**Professional Services:** Professional Services: All paid services must be delivered within twelve (12) months of the order date of those services. Any unused services expire at the end of such twelve (12) month period, unless otherwise specified in contract terms. Any cancellation made with less than 72 hours' notice will result in a cancellation fee equal to the full price of the event. MySavvasTraining is included with purchase of products (<https://mysavvastraining.com>).

## 5013 Promoting Student Resilience

The District will develop methods to create positive student experiences that:

1. show students they belong as valued members of their class and school such as through cooperative projects, positive attitudes and emotions, helping others and participating in group activities;
2. reinforce to students that their feelings are useful to their classmates and valued by adults by developing positive social relationships, monitoring and controlling one's own behavior, and communicating with parents and teachers to understand difficulties and reinforce appropriate behaviors;
3. teach students techniques for reinforcing their efforts to improve on their own success such as showing persistence, trying different methods to master academic skills, discussing why a failure has occurred, considering how to build on their existing strengths; and
4. provide the students with support of, and evidence for, academic competence such as completion of tasks on time, pre- and post-learning tests, and visual evidence of development of academic skills.

These experiences are intended to reduce the feelings of failure, alienation, uselessness and powerlessness created by adversity and teach methods to create improved future outcomes. Teachers will support students in making appropriately assertive efforts to identify reasons for lack of success and address negative emotions undermining those efforts.

The District will create supportive parental relationships by fostering positive teacher/parent communications on a frequent basis through proactive discussions of student progress, assignments, class plans, curriculum focus and student challenges.

The District may consider creating multi-year relationships between individual teachers and groups of students to better follow student growth and progress over an extended time.

The District will monitor related indicators over a period of years including numbers of suspensions, attendance, graduation rates, GPA and standard assessment scores as evidence of successful implementation of this policy. The district will create a baseline of data to assess classroom climate and assist in implementing resilience-building strategies.

The Superintendent, in consultation with the administrative team, will implement this policy.

Adopted on: August 26, 2019

Revised on:

Reviewed on:

**4010**  
**Inclement Weather**

Unless the superintendent directs otherwise, staff shall not be required to report when school is canceled due to inclement weather.

If school is canceled during the day because of inclement weather, classified and certified personnel may be released after students have been excused. Classified and certified personnel who miss work due to inclement weather when school is in session will not be paid for time missed or will be charged an applicable leave day. In some situations the Superintendent may authorize for staff to make up contracted time at a later date.

Adopted on: August 15, 2017

Revised on: \_\_\_\_\_

Reviewed on: September 23, 2019

## **5059**

### **Emergency Medical Treatment**

If a child becomes ill or is injured while at school or while being supervised by a member of the school district's staff, the staff member shall promptly render first aid and, when appropriate, summon rescue squad assistance. Staff will promptly notify a student's parent or guardian when a student needs medical attention.

The school district is not qualified under law to comply with directives to physicians limiting medical treatment and will not accept such directives. School district staff members will not honor "do not resuscitate/do not intubate" (DNR/DNI) orders, requests for transport to particular medical facilities and the like. Parents/Guardians must arrange for all such requests with rescue squad and medical providers directly.

Adopted on: July 25, 2016

Revised on:

Reviewed on: September 23, 2019

## **6026**

### **Emergency Dismissal**

The superintendent is responsible for determining when school and/or extracurricular activities should be cancelled or dismissed due to severe weather or other emergency conditions. Coaches and/or sponsors may not conduct practices on days that school is cancelled without first securing specific permission from the superintendent or his/her designee.

Adopted on: July 25, 2016

Revised on:

Reviewed on: September 23, 2019

**3016**  
**Use of Tobacco Products**

The use or possession of any tobacco product, including cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is not permitted on school property at any time.

Adopted on: July 22, 2019

Revised on:

Reviewed on: December 9, 2019

## 4055

### **Voluntary Separation Program**

The board may implement a voluntary separation program. The Voluntary Separation Program may be offered annually when the board allocates funding for the Program. The board will analyze state law and the district's financial situation to determine if the program will be offered to employees in a given year.

When the board chooses to fund the Program, the board will pass a resolution, usually in November each year, outlining the monetary allowance for funding the Voluntary Separation Program. The board may limit participation as it sees fit, for example, by setting an upper limit of district funds which will be available to potential Program participants. In the event the board chooses to fund the Program, the following elements will appear unless otherwise specified by the Board while authorizing the Program in that year:

**Qualifications and Program Structure:** Employees will qualify for the program by meeting the following requirements:

1. Applicants will have served the district for a minimum of 20 years.
2. Applications will be accepted from December 1 through January 15 for consideration for the program during the contract year in which it is offered.
3. Acceptance of applicants will be based on seniority after all applications are received.
4. The tiebreaker shall be the same as stated in the Reduction in Force policy.

**Payment of Program Funds:** Successful applicants will receive .55 of the base salary multiplied by the employee's index placement factor, including longevity multiplied by the teacher's average FTE per year of Ralston experience only. As per state law, no payments to an individual can exceed \$35,000. One payment will be made by February 1st of the following year once approved by the board.

**Administrative Authorizations:** The board authorizes the administration to accept applications and administer this policy. The administration will present its results for approval by the board.

Adopted on: February 28, 2018

Revised on: \_\_\_\_\_

Reviewed on: November 11, 2019

## 4030

### Evaluation of Certified Employees

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only.

The Ralston Public Schools shall provide procedures for the evaluation of staff. The evaluation shall serve as a basis for improvement of performance and continued employment in the Ralston School District. The procedures shall provide a source of information for sound decision-making as well as for counseling, for in-service training, and for continual growth of all employees. The procedures shall provide not only for the identification and improvement of staff skills and abilities that enhance the learning process, but also for the dismissal of those who do not meet the standards of the District.

The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

**Entire Instructional Period.** For certificated employees whose classes are held during defined periods of time (e.g., high school classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods, consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

**Actual Classroom Observation.** Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing

activities that are typical of his or her position.

Additional evaluations, both formal and informal, may be conducted as the administration deems appropriate.

This policy and the evaluation instrument shall be distributed to staff members upon their employment and annually thereafter.

Adopted on: July 25, 2016

Revised on:

Reviewed on: October 14, 2019



# Greece & Italy

10 DAYS // 13 WITH EXTENSION

Wander from ancient wonders in Athens and Delphi to Renaissance treasures in Florence. Follow in larger-than-life footsteps, like Julius Caesar's in the Roman Forum and gods and goddesses' at the Acropolis. Just remember to dial your time machine to present day to compare life in Italy and Greece now as you explore energetic areas like the Plaka District and Piazza della Signoria.

## WHAT'S INCLUDED



Full-time Tour Director who's with you every step of the way



7 expert-led sightseeing tours in iconic destinations



All transportation, including round-trip flights



9 tickets to bucket-list experiences and attractions



Daily breakfast and dinner featuring regional cuisine



The option for students to receive academic credit



7 overnight stays in hotels with private bathrooms; 1 night ferry



Experiential learning that expands worldviews



[eftours.com/](https://eftours.com/)

YOUR TOUR NUMBER



# Take in this tour's highlights

## Athens

Hike up to the Acropolis with an expert local guide and enjoy 360-degree views of the city, the hills, and the sea below (which totally make the trek to the top worthwhile). Then explore the Parthenon and Temple of Athena Nike—both iconic symbols representing ancient Greece and the birth of democracy.

Wander the Plaka district's tiny alleyways with your Tour Director for a sense of how contemporary Greeks live. These cobblestone streets are home to many specialty shops, perfect for meeting local vendors and shopping for souvenirs.

💰 *Groups have the option to add a Greek evening with live music, dancing, and authentic cuisine.*

## Delphi

Lose yourself in magic and mythology on a day trip to Delphi, considered by ancient Greeks to be the center of the world. As you explore the Temple of Apollo and Delphi Archaeological Museum with an expert local guide, learn about the Oracle of Delphi, believed to deliver prophecies from Apollo.

## Meteora region

Venture high in the sky to tour an 11th-century monastery with an expert local guide and take in the breathtaking views of the countryside below.

Cross the Adriatic Sea overnight—hop into a bunk aboard a ferry to catch some extra Zzzs. (Note: Night ferries have limited space, so it's possible you will take a flight instead.)

## Florence

Study up on the city's history during a walking tour with an expert local guide. Spot the Ponte Vecchio, Chiesa di Santa Croce, Gates of Paradise, and Piazza della Signoria. Prepare for a jaw-dropping moment when you first see the world-famous Duomo.

## Rome

Walk in the footsteps of Julius Caesar and gladiators all in one afternoon with an expert local guide. While the Colosseum definitely lives up to the hype, the Roman Forum is often an unexpected favorite.

Cross classic Roman sites off your bucket list as you embark on a self-guided walking tour. Wind around seemingly ordinary corners and happen upon iconic spots like Piazza Navona, the Trevi Fountain, the Pantheon, and the Spanish Steps.

💰 *Groups have the option to add a visit to the Roman Catacombs.*

## 💰 Groups have the option to extend their tour by three days

Head to Madrid, located in the heart of Spain, to enjoy a delicious tapas dinner and visit the Royal Palace. Then venture south to explore Toledo, known as "the city of three cultures."



# International Travel Program Proposal

Ralston High School / Melanie Peltz



Greece & Italy – Summer 2026

[eftours.com/AFR](http://eftours.com/AFR)

# Your partner in travel-based learning

EF Education First is the world leader in international education. For over 55 years, we've partnered with educators around the world to help more than 15 million students gain new perspectives and build skills for the future through experiential learning.

Our mission is to empower educators to do their best work. At EF Educational Tours, we're working to define the modern educational tour experience. Our itineraries are more than places to go and things to see. We build programs that challenge assumptions, spark connections, and inspire curiosity in young students. Students will expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

We take care of every last detail of the tour experience—transportation and lodging, meal reservations and menus, museum tickets and local tour guides, and much more. That also includes behind-the-scenes elements, like safety checks at hotels and background checks on adult travelers. With all that taken care of, educators and students can focus on the bigger picture.

You'll find all the details and more on the next few pages.

## this document

- Pg. 2** Safety
- Pg. 4** Liability protection
- Pg. 6** Affordability
- Pg. 7** Educational value
- Pg. 8** Itinerary specifics
- Pg. 8** Cost and payment options
- Pg. 9** Sample hotels
- Pg. 10** Sample meals
- Pg. 11** Next steps

This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

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## What's contained in

# Safety

**Your students' safety is our number one priority. We would never send a traveler to a location we believe to be unsafe—and with our extensive global presence, our best-in-the-industry experience, and our close working relationships with U.S. and international authorities, that's a statement we can back up with real insight. Whether it's a worldwide pandemic or a sprained ankle, a missed flight or confusing medical paperwork, we make sure every situation is taken care of.**

## Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries. And we don't just work in those countries—we call them home. EF team members live in nearly every one of our tour destinations, meaning we have the local knowledge to help keep our groups safe. That presence allows us to be there to support you on the ground wherever and whenever you need us.

## 24/7 emergency support

In the event that anything on tour goes wrong, EF staff is always available to help. Your Tour Director is your group's constant companion and first point of contact in an emergency. Additionally, our fully trained support teams are on hand 24/7 to walk teachers through any issues and provide the resources necessary to get things back on track. Our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 24 hours a day, 365 days a year. And when they aren't directly helping EF travelers, they're actively innovating on and shaping the new worldwide standards for cleanliness and safety.

## Your team

This group is fully committed to your school's trip and the safety of every traveler.

### **Operations Safety & Incident Response Team**

– This team is strategically based in our Boston, Panama, Tokyo, and Zurich offices to accommodate for all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and previous experience to manage emergencies. As needed, they can facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities.

### **Emergency Services & Support Team**

– Our support team is available 24/7 to help resolve any issue, from a missed flight to a lost passport to more serious on-tour incidents. They also facilitate communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

**Tour Director** – Assigned exclusively to your tour for the length of the stay at your destination, your Tour Director meets your group at the airport and travels with you until your departure. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings. They're the first point of contact in an emergency and also communicate information to help travelers stay safe in a foreign destination. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're also culturally connected and expertly trained to support impactful learning experiences.

**EF Travel Team** – This team is your point of contact at EF. This team is a dynamic duo, made up of a Tour Consultant and an

Experience Specialist. Your Tour Consultant is an itinerary whiz & is devoted to the growth of your students. They are your school's partner, working with you on everything from finding the perfect tour and enrolling students to creating long-term travel programs for your school community. Your Experience Specialist is here to dive into all the little details that make your experience with EF special. They will work directly alongside the Group Leader (a.k.a. local teacher), right up until the moment of departure to make sure everything goes smoothly.

**Traveler Support** – Our team of support specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

**Chaperones** – For every six travelers who enroll on your school's tour, your group is eligible to bring along a chaperone for free (the first spot goes to the Group Leader). This allows for a 6:1 ratio of students to chaperones, who assist Group Leaders with supervision of students to help keep them safe

# Protection for travelers, schools, and districts

**We understand that unpredictable things can happen, either on tour or before departure. We offer a variety of protections, programs, and policies to make sure that, no matter what happens, travelers, schools, and districts are covered. We're doing everything we can to make planning for the future as flexible as possible.**

## General liability insurance

All Group Leaders, schools, and districts who travel with EF are automatically added as additional insureds under our **\$50 million General Liability Policy**, regardless of whether or not the tour is affiliated with the school. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement, which includes a release of liability of their Group Leader, school, and school board.

## Flexibility to change tours

The world is always changing. And while our belief in the positive impact of travel is unwavering, it can feel hard to predict what life, here in the U.S. and abroad, will look like several months, a year, or even two years from now. When you decide to travel with EF, we want you to feel secure in that decision. That's why these benefits are built into every EF program.

### *Peace of Mind*

#### *Provided to all groups*

We understand that plans can change due to unforeseen circumstances. EF provides this exclusive program to account for such situations. It provides groups with flexibility to change the dates and destination of their tours in uncertain times. This program accounts for such circumstances and can be enacted up to 45 days prior to departure at the group level for any reason, including terrorism or other world events.

## Protection for individual travelers

Travelers can help protect their investment and themselves from certain unexpected events and expenses while on tour with the Global Travel Protection Plan and Global Travel Protection Plan Plus.

#### ***Global Travel Protection Plan***

*Available to all travelers*

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation for specified reasons.

#### ***Global Travel Protection Plan Plus***

*Available to all travelers*

To further protect your investment from the unexpected, this plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

### **Background checks for adult travelers**

EF requires all adults (20 years and older) to pass a criminal background check before traveling on our student tours. This provides a safer tour experience for all travelers and aligns with the process and expectations of many school districts for adults who volunteer in schools or chaperone school activities. The secure process, provided by a leading professional provider, only identifies those individuals who could present a risk to student travelers while on tour.

# Affordability

**We believe every student should have the opportunity to travel. That's why we're dedicated to providing the lowest prices possible and giving travelers multiple resources for managing payments.**

**Tour Consultants work closely with teachers to build a tour that's exactly right for your students. Through discussions with your teacher, they take into account learning objectives, cost, timing considerations, and any other factors to craft a tour that's accessible to as many students as possible.**

## Resources for managing cost and payments

***Automatic Payment Plan*** – Our recommended payment plan offers the ability to break the tour fee into smaller installments. With most tours planned well in advance, travelers can enroll for only \$95, then pay over a long period of time—often up to 18 months or two years—with final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

***Fundraising pages*** – Each student has access to their own unique and customizable fundraising page. The easy-to-share page makes it simple for friends and family to contribute a little something that is automatically applied to the balance of the tour, with no fees whatsoever.

***Global Citizen Scholarship Fund*** – EF Educational Tours provides \$100,000 worth of scholarships to students across the country every year. Any student is able to apply for the Global Citizen Scholarship, which is awarded on both a merit and need basis.

***Risk-free enrollment period*** - New travelers who enroll by their Enrollment Deadline can cancel for any reason up to 14 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.

## Educational value

**Our tours help prepare students for the future by teaching them more about the world, themselves, and the impact they can have on the world. Combining the power of experiential learning with the thrill of global travel, our tours help students:**

- **Expand their knowledge of the world around them**
- **Grow more confident and independent**
- **Understand new people, places, and cultures**
- **Discover more about themselves**

**To learn more about EF's educational philosophy, visit <https://www.eftours.com/our-story/educational-approach>**

### **EF is an accredited institution**

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.



### **Earning credit for new experiences**

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays—all while making their travel experience even more engaging.

- Students in grades 6 - 12 can earn .5 elective high school credit by successfully completing the final project as part of EF's Personalized Learning Guide. Tuition is free.
- Students in grades 9 - 12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$360.
- Educators traveling on student tours may earn up to 45 free hours toward relicensure OR 3 or 6 graduate level credits (\$360/\$720) through Southern New Hampshire University.

## **Itinerary specifics**

**For more robust details, the complete itinerary is attached to this document. It includes specific locations, each day's activities, travel plans, and more.**

## Price of the proposed tour

The tour program price covers a wide range of services that ensure students have an incredible experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, plus logistical support and details once the group reaches their destination.

**Full flexible travel window:** May 23rd - June 7<sup>th</sup>, 2026

**Requested travel dates:** May 26<sup>th</sup> - June 4<sup>th</sup>, 2026

### Price details

*Greece and Italy*

Program Price\* <sup>1</sup> \$4,479

Includes:

- Round-trip airfare and on tour transportation
- Hotels with private bathrooms
- Breakfast and dinner (see your itinerary for meal details)
- Full-time Tour Director
- Daily activities, tours and entrances to attractions

Roman Catacombs \$60

Greek evening \$80

Global Travel Protection \$190

Early Enrollment Discount -\$200

EF's Peace of Mind Program \* Free

**Total for Students (under 20) \$4,609**

25 monthly payments \$181/mo

Adult Supplement <sup>2</sup> \$850

**Total for Adults \$5,459**

25 monthly payments \$215/mo

Quote created on 4/15/2024

<sup>1</sup> \*Program price valid for today. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at [eftours.com/baggage](https://eftours.com/baggage). All prices subject to verification by an EF Tour Consultant. To view EF's Booking Conditions, visit [eftours.com/bc](https://eftours.com/bc). Some destinations may require aircraft insecticide treatment for in-bound foreign flights. Such destinations can be found at [eftours.com/insecticide](https://eftours.com/insecticide).

<sup>2</sup> Adult supplement required for travelers age 20 and older at the time of travel.

\* We understand that plans sometimes change due to unforeseen circumstances. EF's Peace of Mind Program allows your entire group to change your tour or departure date. Your group can feel secure planning your trip, knowing that your plans are flexible.

*Itinerary shown is for 2026 travel. Itineraries are subject to change biannually, please call for more details*

## Sample hotels

**Every hotel we work with must meet our high standards for safety, quality, and cleanliness. Hotels are vetted by our team to make sure they meet our requirements and are subsequently inspected regularly to ensure they continue to satisfy those parameters. Please note that hotels abroad may have different amenities than travelers are accustomed to in the United States.**

Here are some examples of hotels students might stay in on tour:

### **Ilissos Hotel | Athens**

<https://ilissos.gr/>

Guests of the Ilissos Hotel will enjoy all modern amenities while staying in one of the world's most ancient cities. Perfectly located just a 20-minute walk from Athens's major archaeological sites, this hotel offers both comfort and convenience. Rooms are decorated in warm earth tones and equipped with air conditioning, Wi-Fi, and flat-screen TVs.

### **Hotel La Pergola | Rome**

<http://www.hotellapergola.com>

The Pergola Hotel offers spacious and comfortable rooms with buffet-style breakfast in a quiet area of Rome not far from the city center. The hotel is located close to the Porta Di Roma shopping center, which has over 200 stores.

### **Parnassos Delphi Hotel | Delphi**

<https://www.parnassosdelphi.com/>

Conveniently located a short walk from the Museum of Delphi and main archaeological sites, the Parnassos Delphi Hotel pays homage to its name through its cozy, mountain lodge aesthetic. With 24-hour reception and free Wi-Fi available throughout the hotel, guests are sure to enjoy a comfortable stay. Additional room amenities include air conditioning, TVs, and hairdryers.

### **Ibis Firenze Nord Aeroporto | Florence**

<https://all.accor.com/hotel/3728/index.en.shtml>

With the Tuscan hills on the horizon, this hotel boasts a modern design and 220 rooms. After a day on tour, guests can get cozy in their rooms or relax in the hotel lounge and enjoy the free Wi-Fi throughout the property.

## **Sample meals**

**Meals are selected to establish a more immersive cultural experience and give students an idea of how locals eat. Below are some examples of local dishes travelers may try at the destination that your**

**teacher has chosen, but please note that meals can vary from tour to tour.**

On tour, breakfast generally is simple and will be at the hotel; it could be plated or buffet-style. **Lunch** typically is your chance to make culinary discoveries of your own. **Dinners** will be a mix of familiar dishes and local specialties. All meals will be a mix of familiar dishes and local specialties all served from a pre-set group menu.



### **Greece: Sample Meals**

Spinach pie, moussaka, rice pudding

Greek salad, chicken with oven-baked pasta, walnut pie

## Italy: Sample Meals

Tomato bruschetta, cannellini beans with garlic and sage, lasagna, gelato

Spaghetti with pesto, pork loin with spinach and potatoes, fruit salad

# How I can help with next steps

My name is Jordan Negron and I am Ralston High School 's dedicated Tour Consultant. That means I'll be working with Melanie Peltz every step of the way to make sure everything is perfectly planned.

As we move forward in this process, here are some next steps to keep in mind:

- I will create all the resources that Melanie will use to spread the word to families so that this trip does not interfere with school time.
- All our resources will contain language indicating that this opportunity is NOT sponsored by/affiliated with Ralston schools.
- We will plan to begin spreading the word about this trip on April 29<sup>th</sup>
- We will plan to host an informational meeting for Ralston parents who would like to learn more about this opportunity on May 7<sup>th</sup>.
- If you have any questions about EF Educational Tours or about this trip specifically, please reach out to me directly. I will be happy to schedule time to provide more information about logistics, structure, safety, or anything else you may have concerns about.

I hope this overview has given you the information you need to feel confident in EF as an educational travel provider. Once again, should you have any questions or need any additional information, please don't hesitate to reach out to me directly. I am excited to partner with your community to bring this life-changing experiential learning opportunity to your students.

Sincerely,

Jordan Negron  
Tour Consultant // Nebraska North

EF Education First  
2373 15th St Suite 400  
Denver, CO 80202  
Mobile: (720) 903-8524

**“I am now more confident than ever in the safety and experiences of my students after working with EF on this trip. As a leader, I am committed to ensuring a global mindset throughout my district and student/teacher travel.”**

**Angela M., Administrator, Brunswick, ME**

**“I advocate for travel because the world is vast and diverse. If we want to truly understand our neighbors in other states or countries, we must reach out and meet them where they live. Travel provides a glimpse into another world that our students may have Googled or watched on a device, but living it with the smells, food, smiles, and various challenges teaches flexibility, tolerance, understanding, and empathy.”**

**- Chuck C., Group Leader, Central, SC**

### **From a single tour to a whole program**

A single tour can open up endless possibilities for a small group of students. Our goal at EF is to bring that experience to as many students as possible, including the broadest collection of students at your school. By progressing from a single tour to a consistent travel program, you'll not only build a culture of exploration, but you'll provide the opportunity of travel to even more students. We can work directly with you and your staff to establish a framework for your travel program that's tailored specifically to your school's needs and goals.

## **Bill Review Schedule for 2024**

### **January 8**

Carrie

Mary

### **February 12**

Samantha

Katie

### **March 11**

Robin

Liz

### **April 8**

Mary

Samantha

### **May 13**

Katie

Liz

### **June 10**

Robin

Carrie

### **July 8**

Mary

Samantha

### **August 12**

Carrie

Liz

### **September 9**

Samantha

Katie

### **October 14**

Robin

Liz

### **November 11**

Mary

Carrie

### **December 9**

Robin

Katie

**Ralston Public Schools  
Monthly Administrative Update  
Food Service – February 2024**

<b>RPS Revenue February, 2024</b>		
<b>Cash Sales</b>	Breakfast & Lunch	\$ 48,049.65
	Student Ala Carte	\$ 17,476.28
	Adult Ala Carte	\$ 245.20
<b>Reimbursements</b>	Breakfast	\$ 49,903.42
	Lunch	\$ 147,639.55
	Snacks	\$ 2,208.96
	SCA Funds	\$ 79,418.31
	<b>Total</b>	<b>\$ 344,941.37</b>
<b>RPS Expenses</b>	District Labor	\$ 90,000.00
	Sodexo	\$ 154,741.82
	District Expense	\$ 16,195.04
	<b>Total</b>	<b>\$ 260,936.86</b>
	Credit for Commodity Food Received	\$ (28,668.01)
	<b>Total Expenses</b>	<b>\$ 232,268.85</b>
<b>RPS</b>		<b>\$ 112,672.52</b>

	<b>23/24 TOTAL MEALS SERVED</b>	<b>23/24 MEALS PER DAY</b>	<b>22/23 TOTAL MEALS SERVED</b>	<b>22/23 MEALS PER DAY</b>
<b>Elementary</b>				
Breakfast	18,287	914	15,769	876
Lunch	27,150	1358	23,574	1310
<b>RMS</b>				
Breakfast	1727	86	1376	76
Lunch	7132	357	5910	328
<b>RHS</b>				
Breakfast	3245	162	2924	162
Lunch	10,968	548	9827	546
<b>RPS Total</b>				
Breakfast	23,259	1162	20,069	1115
Lunch	45,250	2263	39,311	2184

Free & Reduced  
February 2024  
**65.3%**

## February 2024 Events:



Offered free breakfast to students taking the ACT test at Ralston High.

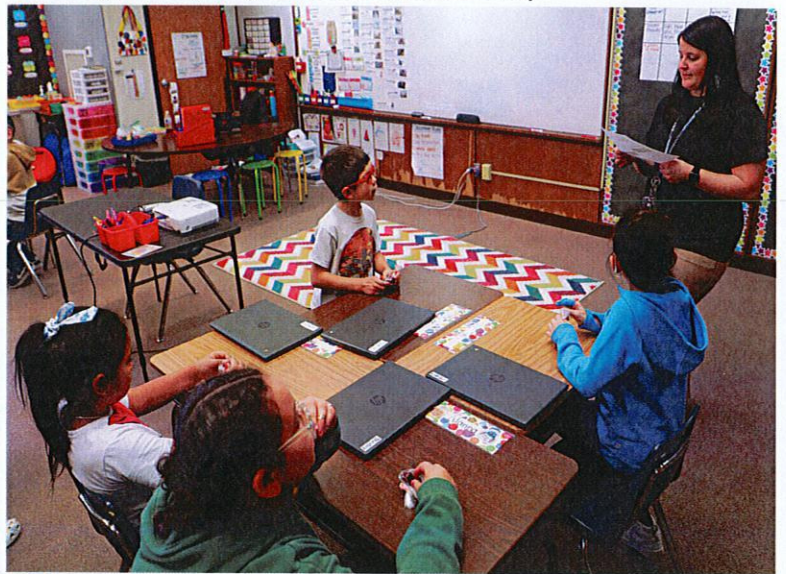
We spoke to several Foods classes at Ralston High and encouraged those students to sign up for Kid Culinary. We spoke to all RMS students and handed out flyers to them. Jim helped us a lot with getting elementary applicants.

Kid Culinary was held on February 15, 2024.

Jim Frederick took some great pictures of the Fresh Fruit and Vegetable Program at Mockingbird. This is a terrific program for our kids and I was happy to see it get extra attention.

Regular monthly training – personal protective equipment, fire safety, emergency evacuation, knife safety

Total foodservice training time: 19 hours



**Ralston Public Schools  
Monthly Administrative Update  
Food Service - March 2024**

<b>RPS Revenue March, 2024</b>		
<b>Cash Sales</b>	<b>Breakfast &amp; Lunch</b>	<b>\$ 40,363.55</b>
	<b>Student Ala Carte</b>	<b>\$ 14,382.95</b>
	<b>Adult Ala Carte</b>	<b>\$ 156.55</b>
<b>Reimbursements</b>	<b>Breakfast</b>	<b>\$ 43,431.04</b>
	<b>Lunch</b>	<b>\$ 124,707.95</b>
	<b>Snacks</b>	<b>\$ 2,096.64</b>
	<b>Total</b>	<b>\$ 225,138.68</b>
<b>RPS Expenses</b>	<b>District Labor</b>	<b>\$ 110,000.00</b>
	<b>Sodexo</b>	<b>\$ 139,315.06</b>
	<b>District Expense</b>	<b>\$ (10,903.61)</b>
	<b>Total</b>	<b>\$ 238,411.45</b>
	<b>Credit for Commodity Food Received</b>	<b>\$ (31,717.89)</b>
	<b>Total Expenses</b>	<b>\$ 206,693.56</b>
<b>RPS</b>		<b>\$ 18,445.12</b>

	<b>23/24 TOTAL MEALS SERVED</b>	<b>23/24 MEALS PER DAY</b>	<b>22/23 TOTAL MEALS SERVED</b>	<b>22/23 MEALS PER DAY</b>
<b>Elementary</b>				
Breakfast	15,861	881	19,438	884
Lunch	23,354	1297	28,581	1299
<b>RMS</b>				
Breakfast	1545	86	1659	75
Lunch	6038	335	7286	331
<b>RHS</b>				
Breakfast	2672	148	3535	161
Lunch	8701	483	11,539	549
<b>RPS Total</b>				
Breakfast	20,078	1115	24,632	1120
Lunch	38,093	2115	47,406	2179

**RPS Free/Reduced  
March 2024  
66%**

## March Events:

We celebrated Dr. Seuss' birthday at all elementary schools with green eggs and ham for lunch.

We offered free breakfast to ACT testing students in March, and about 20 participated.

The winning team from RMS Kid Culinary prepared their breakfast for the school and they were a big success!

Parents Advisory Committee meeting was held on 3/27/2024.

We added a second card reader to the points of sale at RHS. All the students tap cards now when they buy ala cartes.

Regular monthly training – Stair/ladder safety and knife skills, handwashing. Total foodservice training time: 30 hours

