

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 our National History Day qualifiers.
Speaker(s): Mindy Podraza, Lynn Behounek and Kory White
 - 6.2. District Bond Project Update
Speaker(s): Jason Buckingham
 - 6.3. Blumfield Elementary Improvement Plan Overview
Speaker(s): Casey Knight and Malachi Behrens
 - 6.4. District Financial Report
Speaker(s): Aaron Bredenkamp
 - 6.5. NASB Updates and Information
Speaker(s): Mrs. Elizabeth Kumru
 - 6.6. Enrollment Update
Speaker(s): Anne Harley
 - 6.7. District Human Resources Update
Speaker(s): Michael Rupprecht
 - 6.8. Attendance data update
Speaker(s): Jason Buckingham
7. Standards Based School Improvement
 - 7.1. Superintendent Evaluation (Action)
Speaker(s): Jason Buckingham
 - 7.2. Policy 3016 adoption (Action)
Speaker(s): Jason Buckingham
 - 7.3. Midland University Memorandum of Understanding (MOU) (Action)
Speaker(s): Jason Buckingham
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: _____

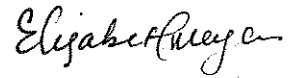
May 5, 2024

Jason Buckingham
Ralston Public Schools Board of Education
Ralston Public Schools
8545 Park Drive
Omaha, NE 68127

Dear Mr. Buckingham and Members of the Ralston Board of Education:

I hereby resign my employment as a teacher with Ralston Public Schools effective at the end of the 2023-24 contract year.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth Meyers".

Liz Meyers

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

Monday, April 22, 2024

The Ralston Public Schools Board of Education met in open, public session on Monday, April 22, 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.

Call to Order

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

Roll Call

The Board voted to excuse Mrs. Liz Kumru. In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Anne Harley, Mr. Jim Frederick, and Mrs. Marci Carroll. Motion to excuse Mrs. Kumru was made by Ms. Mary Roarty and seconded by Mrs. Katie Krause.

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

Consent Agenda

Consent agenda items include minutes from the April 10th meeting.

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

Kiley Frans - Deaf Ed. Itinerant. BA-UNO, MA-UNO. Previous experience: Ralston Public Schools (2021-2023).

Evelyn Zurita - RHS - Spanish. BA-University of Chile, MA-Univ. of Northern Iowa. Previous experience: Council Bluffs Schools (2021-22), St. Albert's Catholic (2018-21). Instructor at several colleges (2002-2024).

Candice Johnson - RHS - Nurse. Previous experience: Methodist Women's Hospital (2022-2024); Bergan Mercy Hospital (2018-2022).

Recommended the following resignations be accepted:

Jamie Wills - Meadows - Pre-School

Jolene Lengfelder - RHS - SPED

Motion to approve consent agenda was made by Ms. Mary Roarty and seconded by Mrs. Samantha Willey.

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

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Board members congratulated the 4th-6th grade students who presented their family history projects at the HAL Heritage Fair. They enjoyed seeing the wide variety of projects created by the students. They also shared their appreciation for the businesses that helped make Vehicle Day a success for our 1st-grade students. They said it was an exciting way to introduce students to a wide variety of careers.

The Building and Grounds Committee members toured Seymour Elementary and were excited to have the renovations begin soon. Several Board members were looking forward to watching the final play of the year at RHS and attending the 2nd annual Ralston High Auto Show. Lastly, they all wished the students of RHS a happy and safe prom.

Special Recognition of Luis Tirado for his recent championship at Skills USA

Mr. Jovan Lucero, Ralston High School educator, introduced Luis Tirado to the Board of Education. Luis was the Skills USA State Champion in Automotive Refinishing Technology.

Ralston High School Improvement Plan Overview

Ralston High School Principal Dr. Ryan Pivonka and his Administrative team presented information on the RHS School Improvement Plan. Dr. Pivonka stated the focus has been on improving the school's reading proficiency and overall attendance.

Dr. Pivonka and Mrs. Athow shared data regarding current reading scores and identified the action steps to improve reading proficiency levels to meet or exceed state averages. They also provided average daily attendance rates and how they plan to improve those rates by 2%.

Ms. Jordan Engel, the Freshman Success Coordinator, provided a freshmen team update. She stated that 87% of freshmen students are currently on track to graduate (earning 60 or more credits), compared to 84% of in 2021.

Limited English Proficiency (LEP) Program Review

Ralston High School Vice-Principal, Mrs. Stacy Athow, presented information on the District's English Learner Program. Ms. Athow stated the number of English Learners in the District continues to grow. During the 2016-2017 school year, 6.91% of Ralston students were EL. Today, the number has risen to 18.6%, with newcomers being added continually.

Ms. Athow reported on the number of EL staff. We currently have 12 Certified EL teachers and six paraprofessionals. She discussed the ELPA 21, the test aligned with the Nebraska English Language Proficiency Standards. This assessment determines three levels of proficiency: Emerging, Progression, and Proficient. In 2022-2023, out of the 474 students tested, 42 (8.86%), tested as proficient. The action steps to address meeting the needs of these students were discussed, as well as the vision for the future.

Government Relations Update

District Lobbyist, Mr. Joe Kohout, reported the legislative session is finished. Approximately 15 of the approved legislative bills were related to education.

NASB Update

Mrs. Liz Kumru was absent; therefore, no update was presented.

Enrollment Update

Dr. Harley stated there are 46 more students in the District compared to the same time last year. Total district enrollment is 3,553 students.

Strategic Plan Update

Mr. Buckingham provided an update of the Strategic Plan timeline. The Board will review the Accreditation Engagement Review and determine common themes. A special work session will be held at 5:00 pm on May 13th to further review the results of the survey/ELEOT/Cognia visit.

STANDARDS BASED SCHOOL IMPROVEMENT

Karen Western/Seymour Roof Repair Bid

A public bidding was conducted for the partial roof replacement at Karen Western and Seymour Elementary Schools. Mrs. Katie Krause motioned to approve the bid from Murray Roofing LLC in the amount of \$248,000 for the partial roof replacement. The motion was seconded by Mrs. Carrie Hough.

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

Policy 3030 Adoption

Policy 3030 was previously reviewed, with some minor changes in language recommended. Motion to approve Policy 3030 as presented was made by Mrs. Katie Krause and seconded by Mrs. Samantha Willey.

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

Curriculum Selection and Adoption Process for the English Department at RHS

The RHS English Department has been engaged over the last several months in reviewing and adopting curriculum for their English courses. Ms. Mary Roarty moved to approve the purchase of English curriculum from Savvas in the amount of \$146,752.76. The motion was seconded by Mrs. Samantha Willey.

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

Policy Review

The following policies were reviewed:

5013 – Promoting Student Resilience
4010 – Inclement Weather
5059 – Emergency Medical Treatment
6026 – Emergency Dismissal
3016 – Use of Tobacco Products
4055 – Voluntary Separation Program
4030 – Evaluation of Certified Employees

Executive Session

No executive session was scheduled.

Adjournment

The Board voted to adjourn the meeting at 8:32 pm with a motion made by Mrs. Carrie Hough and a second by Mrs. Katie Krause.

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

The next regular meeting is scheduled for May 13, 2024, at 6:00 pm.

Mrs. Robin Richards, President

Mrs. Samantha Willey, Secretary

EFINANCE - POWERSCHOOL
 DATE: 05/10/2024
 TIME: 13:36:23

RALSTON PUBLIC SCHOOLS
 CHECK REGISTER - BY FUND

PAGE NUMBER: 1
 ACCTPA21

SELECTION CRITERIA: transact.ck_date='20240513'
 ACCOUNTING PERIOD: 9/24

FUND - 01 - GENERAL FUND

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9001	131573	05/13/24	7687	360 COMMUNITY SERVI	0136020120000	20569	RPS STUDENT SERVICE	0.00	6,531.00
9001	131573	05/13/24	7687	360 COMMUNITY SERVI	0136020120000	20569	RPS STUDENT SERVICE	0.00	6,531.00
TOTAL CHECK									16,739.60
9001	131574	05/13/24	7774	ACTE-ASSC. FOR CARE	0136020110001	20610	RPS/RHS DUNN, REBECC	0.00	120.00
9001	131574	05/13/24	7774	ACTE-ASSC. FOR CARE	0136020110001	20610	RPS/RHS PROCHASKA, L	0.00	120.00
TOTAL CHECK									240.00
9001	131575	05/13/24	7059	AMPLIFY EDUCATION,	0116420110001	20640	RPS CUR/KW CU240040	0.00	3,822.27
9001	131575	05/13/24	7059	AMPLIFY EDUCATION,	0116820110001	20640	RPS CUR/SEY CU24004	0.00	5,011.42
9001	131575	05/13/24	7059	AMPLIFY EDUCATION,	0116920110001	20640	RPS CUR/WW CU240040	0.00	5,096.36
9001	131575	05/13/24	7059	AMPLIFY EDUCATION,	0116320110001	20640	RPS CUR/BLUM CU2400	0.00	5,164.32
9001	131575	05/13/24	7059	AMPLIFY EDUCATION,	0116620110001	20640	RPS CUR/MEAD CU2400	0.00	5,283.23
9001	131575	05/13/24	7059	AMPLIFY EDUCATION,	0116720110001	20640	RPS CUR/MOCK CU2400	0.00	7,321.78
TOTAL CHECK									31,699.38
9001	131576	05/13/24	4348	AQUA-CHEM INC	0136020262000	20610	RPS MAINTENANCE RHS	0.00	354.00
9001	131576	05/13/24	4348	AQUA-CHEM INC	0136020262000	20610	RPS MAINTENANCE RHS	0.00	1,947.45
TOTAL CHECK									2,301.45
9001	131577	05/13/24	5630	ARBOR FAMILY COUNSE	0180020257000	20340	RPS HUMAN RESOURCES	0.00	1,968.75
9001	131577	05/13/24	5630	ARBOR FAMILY COUNSE	0136020212000	20320	RPS HIGH SCHOOL	0.00	1,972.64
9001	131577	05/13/24	5630	ARBOR FAMILY COUNSE	0116420212000	20320	RPS KAREN WESTERN	0.00	421.50
9001	131577	05/13/24	5630	ARBOR FAMILY COUNSE	0116720212000	20320	RPS MOCKINGBIRD	0.00	807.41
9001	131577	05/13/24	5630	ARBOR FAMILY COUNSE	0116820212000	20320	RPS SEYMOUR	0.00	552.64
9001	131577	05/13/24	5630	ARBOR FAMILY COUNSE	0116920212000	20320	RPS WILDEWOOD	0.00	562.00
9001	131577	05/13/24	5630	ARBOR FAMILY COUNSE	0116320212000	20320	RPS BLUMFIELD	0.00	569.50
9001	131577	05/13/24	5630	ARBOR FAMILY COUNSE	0116620212000	20320	RPS MEADOWS	0.00	582.61
9001	131577	05/13/24	5630	ARBOR FAMILY COUNSE	0126020212000	20320	RPS MIDDLE SCHOOL	0.00	906.70
TOTAL CHECK									8,343.75
9001	131578	05/13/24	7502	ASCEND STAFFING	0136020261000	20340	RPS CUSTODIAN PERRY	0.00	861.58
9001	131578	05/13/24	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	861.58
9001	131578	05/13/24	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	861.58
9001	131578	05/13/24	7502	ASCEND STAFFING	0136020261000	20610	RPS CUSTODIAN PERRY	0.00	881.46
TOTAL CHECK									3,466.20
9001	131579	05/13/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS ADMIN/CO/VMAC	0.00	628.27
9001	131579	05/13/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS MIDDLE SCHOOL	0.00	326.91
9001	131579	05/13/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS KAREN WESTERN	0.00	72.99
9001	131579	05/13/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS WILDEWOOD	0.00	73.89
9001	131579	05/13/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS SEYMOUR	0.00	75.72
9001	131579	05/13/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS BLUMFIELD	0.00	81.66
9001	131579	05/13/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS MEADOWS	0.00	105.38
9001	131579	05/13/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS MOCKINGBIRD	0.00	129.77
9001	131579	05/13/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS HIGH SCHOOL	0.00	991.97
9001	131579	05/13/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS SUPPLY DELIVERY	0.00	9.95
TOTAL CHECK									2,496.51
9001	131580	05/13/24	2930	BLICK ART MATERIALS	0116720110090	20610	MOCKINGBIRD MB24007	0.00	287.91

EFINANCE - POWERSCHOOL
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RALSTON PUBLIC SCHOOLS
 CHECK REGISTER - BY FUND

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 ACCTPA21

SELECTION CRITERIA: transact.ck_date='20240513'
 ACCOUNTING PERIOD: 9/24

FUND - 01 - GENERAL FUND

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9001	131581	05/13/24	7788	BRITTNEY CURTIS	0180020271000	20510	REIMBURSE3/26-4/25/	0.00	223.78
9001	131582	05/13/24	377	BUREAU OF EDUCATION	0116320696900	20330	RPS CUR/BLUMFIELD	0.00	232.50
9001	131582	05/13/24	377	BUREAU OF EDUCATION	0116420696900	20330	RPS CUR/KAREN WESTE	0.00	232.50
9001	131582	05/13/24	377	BUREAU OF EDUCATION	0116620696900	20330	RPS CUR/MEADOWS	0.00	232.50
9001	131582	05/13/24	377	BUREAU OF EDUCATION	0116720696900	20330	RPS CUR/MOCKINGBIRD	0.00	232.50
9001	131582	05/13/24	377	BUREAU OF EDUCATION	0116820696900	20330	RPS CUR/SEYMOUR	0.00	232.50
9001	131582	05/13/24	377	BUREAU OF EDUCATION	0116920696900	20330	RPS CUR/WILDEWOOD	0.00	232.50
TOTAL CHECK									1,395.00
9001	131583	05/13/24	457	CENTER TROPHY COMPA	0180020231000	20610	RPS BOE SRHONORSPLA	0.00	40.00
9001	131583	05/13/24	457	CENTER TROPHY COMPA	0180020256000	20610	RPS PUBLIC RELATION	0.00	1,921.00
TOTAL CHECK									1,961.00
9001	131584	05/13/24	3132	CITY OF RALSTON	0126020266000	20340	RPS MIDDLE SCHOOL	0.00	1,817.59
9001	131584	05/13/24	3132	CITY OF RALSTON	0136020266000	20340	RPS HIGH SCHOOL	0.00	3,954.38
9001	131584	05/13/24	3132	CITY OF RALSTON	0116420266000	20340	RPS KAREN WESTERN	0.00	844.95
9001	131584	05/13/24	3132	CITY OF RALSTON	0116820266000	20340	RPS SEYMOUR	0.00	1,107.83
9001	131584	05/13/24	3132	CITY OF RALSTON	0116920266000	20340	RPS WILDEWOOD	0.00	1,126.61
9001	131584	05/13/24	3132	CITY OF RALSTON	0116320266000	20340	RPS BLUMFIELD	0.00	1,141.63
9001	131584	05/13/24	3132	CITY OF RALSTON	0116620266000	20340	RPS MEADOWS	0.00	1,167.91
9001	131584	05/13/24	3132	CITY OF RALSTON	0116720266000	20340	RPS MOCKINGBIRD	0.00	1,618.56
TOTAL CHECK									12,779.46
9001	131585	05/13/24	7766	CITY WIDE FACILITY	0126020261000	20340	RPS MIDDLE SCHOOL	0.00	2,750.00
9001	131585	05/13/24	7766	CITY WIDE FACILITY	0126020261000	20340	RPS MIDDLE SCHOOL	0.00	11,350.00
TOTAL CHECK									14,100.00
9001	131586	05/13/24	6579	COUNCIL BLUFFS COMM	0136020110000	20330	RPS STUDENT SERVICE	0.00	330.96
9001	131587	05/13/24	4037	COX BUSINESS	0180020258000	20382	RPS MAY 1, 2024 MEA	0.00	9.95
9001	131587	05/13/24	4037	COX BUSINESS	0180020258000	20382	RPS MAY 1, 2024 MOC	0.00	9.95
9001	131587	05/13/24	4037	COX BUSINESS	0180020258000	20382	RPS MAY 1, 2024 SEY	0.00	9.95
9001	131587	05/13/24	4037	COX BUSINESS	0180020258000	20382	RPS KAREN WESTERN	0.00	18.25
9001	131587	05/13/24	4037	COX BUSINESS	0180020258000	20382	RPS MAY 1, 2024 BLU	0.00	18.57
9001	131587	05/13/24	4037	COX BUSINESS	0180020258000	20382	RPS MAY 1, 2024 DIS	0.00	3,329.38
9001	131587	05/13/24	4037	COX BUSINESS	0180020258000	20382	RPS MAY 1, 2024 DIS	0.00	8,457.71
TOTAL CHECK									11,853.76
9001	131588	05/13/24	1476	D & D LASER, INC	0136020110000	20610	RALSTON HIGH HS2404	0.00	127.95
9001	131589	05/13/24	7137	DATAVIZION, LLC	0180020258000	20340	RPS TECHNOLOGY ADMI	0.00	840.00
9001	131589	05/13/24	7137	DATAVIZION, LLC	0180020258000	20735	LICENSES FOR VEEAM	0.00	1,926.00
TOTAL CHECK									2,766.00
9001	131590	05/13/24	6972	DAYBREAK	0116720120000	20569	RPS STUDENT SERVICE	0.00	2,135.44
9001	131591	05/13/24	1729	DIETZE MUSIC	0136020110094	20610	RALSTON HIGH HS2404	0.00	7.20
9001	131591	05/13/24	1729	DIETZE MUSIC	0136020110094	20610	RALSTON HIGH HS2404	0.00	87.30
9001	131591	05/13/24	1729	DIETZE MUSIC	0136020110094	20610	RALSTON HIGH HS2404	0.00	19.20
TOTAL CHECK									113.70

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RALSTON PUBLIC SCHOOLS
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 ACCOUNTING PERIOD: 9/24

FUND - 01 - GENERAL FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
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9001	131593	05/13/24	5323	DXP ENTERPRISES INC	0136020262000	20430	RPS MAINTENANCE RHS	0.00	25.90
9001	131594	05/13/24	6224	THE DAILY RECORD	0180020232000	20540	RPS ADMIN/BOE LEGAL	0.00	22.00
9001	131594	05/13/24	6224	THE DAILY RECORD	0180020232000	20540	RPS ADMIN/BOE LEGAL	0.00	22.00
9001	131594	05/13/24	6224	THE DAILY RECORD	0180020232000	20540	RPS ADMIN BOE LEGAL	0.00	24.67
TOTAL CHECK									68.67
9001	131595	05/13/24	127	EASTERN NEBRASKA HU	0136020120000	20569	RPS STUDENT SERVICE	0.00	4,950.00
9001	131596	05/13/24	3112	EGAN SUPPLY COMPANY	0180020261000	20610	RPS MAINTENANCE ADM	0.00	139.44
9001	131597	05/13/24	5993	ESU #3/METRO REGION	0116320129100	20330	RPS SS/BLUMFIELD	0.00	120.00
9001	131597	05/13/24	5993	ESU #3/METRO REGION	0116620129100	20330	RPS SS/MEADOWS	0.00	160.00
9001	131597	05/13/24	5993	ESU #3/METRO REGION	0116920129100	20330	RPS SS/WILDEWOOD	0.00	200.00
9001	131597	05/13/24	5993	ESU #3/METRO REGION	0116720120000	20569	RPS STUDENT SERVICE	0.00	8,200.00
9001	131597	05/13/24	5993	ESU #3/METRO REGION	0116320120000	20569	RPS STUDENT SERVICE	0.00	16,400.00
9001	131597	05/13/24	5993	ESU #3/METRO REGION	0136020120000	20569	RPS STUDENT SERVICE	0.00	32,800.00
9001	131597	05/13/24	5993	ESU #3/METRO REGION	0116320214100	20320	RPS STUDENT SERVICE	0.00	5,161.71
9001	131597	05/13/24	5993	ESU #3/METRO REGION	0126020120000	20569	RPS STUDENT SERVICE	0.00	5,600.00
9001	131597	05/13/24	5993	ESU #3/METRO REGION	0136020218100	20320	RPS STUDENT SERVICE	0.00	2,080.84
9001	131597	05/13/24	5993	ESU #3/METRO REGION	0116820129100	20320	RPS SS/PS SEYMOUR	0.00	468.00
9001	131597	05/13/24	5993	ESU #3/METRO REGION	0116420129100	20330	RPS SS/ KAREN WESTE	0.00	40.00
9001	131597	05/13/24	5993	ESU #3/METRO REGION	0116820129100	20330	RPS SS/SEYMOUR	0.00	40.00
9001	131597	05/13/24	5993	ESU #3/METRO REGION	0116720129100	20330	RPS SS/MOCKINGBIRD	0.00	80.00
TOTAL CHECK									71,350.55
9001	131598	05/13/24	7420	EWELL EDUCATIONAL S	0136020699000	20610	RALSTON HIGH HS2404	0.00	390.00
9001	131599	05/13/24	4130	EYMAN PLUMBING INC	0136020262000	20352	RPS MAINTENANCE RHS	0.00	248.82
9001	131599	05/13/24	4130	EYMAN PLUMBING INC	0136020262000	20352	RPS MAINTENANCE RHS	0.00	530.50
9001	131599	05/13/24	4130	EYMAN PLUMBING INC	0136020262000	20352	RPS MAINTENANCE RHS	0.00	378.76
9001	131599	05/13/24	4130	EYMAN PLUMBING INC	0136020262000	20352	RPS MAINTENANCE RHS	0.00	689.25
TOTAL CHECK									1,847.33
9001	131600	05/13/24	5679	FAIRFIELD INN & SUI	0180020221000	20580	RPS ZABROWSKI-GATES	0.00	134.95
9001	131601	05/13/24	3829	FATHER FLANAGAN'S B	0116720120000	20569	RPS STUDENT SERVICE	0.00	4,250.00
9001	131601	05/13/24	3829	FATHER FLANAGAN'S B	0126020120000	20569	RPS STUDENT SERVICE	0.00	4,250.00
9001	131601	05/13/24	3829	FATHER FLANAGAN'S B	0136020120000	20569	RPS STUDENT SERVICE	0.00	4,250.00
9001	131601	05/13/24	3829	FATHER FLANAGAN'S B	0126020120000	20569	RPS STUDENT SERVICE	0.00	7,125.00
9001	131601	05/13/24	3829	FATHER FLANAGAN'S B	0136020120000	20569	RPS STUDENT SERVICE	0.00	7,125.00
TOTAL CHECK									27,000.00
9001	131602	05/13/24	225	FERGUSON ENTERPRISE	0180020262000	20430	RPS MAINTENANCE ADM	0.00	56.99
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	846.92
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	846.92
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	891.40
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	683.18
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	491.70

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	512.00
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	522.15
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	537.04
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	542.45
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	550.57
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	603.34
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	615.52
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	621.61
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	630.41
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	642.77
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	643.94
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	643.94
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	469.38
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	470.05
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	473.62
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	474.79
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	322.56
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	322.56
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	323.41
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	253.72
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	237.98
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	248.31
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	287.56
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	289.58
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	292.11
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	300.00
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	300.23
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	270.64
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	271.81
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	311.05
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	311.05
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	403.75
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	410.51
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	412.54
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	429.46
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	435.55
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	439.79
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	440.96
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	457.88
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	457.88
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	332.89
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	332.89
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	333.56
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	345.07
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	355.22
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	356.38
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	361.80
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	367.89
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	378.71
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	378.71
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	1,592.36
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	150.00

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	202.98
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	1,018.41
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	1,103.67
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	1,245.25
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	237.98
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	237.98
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	237.98
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	904.25
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	915.76
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	916.91
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	920.60
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	931.67
9001	131606	05/13/24	4272	FIRST STUDENT	0180020271000	20510	RPS TRANSPORTATION	0.00	51,119.17
TOTAL CHECK									86,222.68
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116420222000	20640	KARENWESTERN KW2401	0.00	227.07
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB24006	0.00	231.82
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB24006	0.00	138.37
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116420222000	20640	KARENWESTERN KW2401	0.00	161.60
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB24006	0.00	167.71
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116420222000	20640	KARENWESTERN KW2401	0.00	176.99
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB24006	0.00	195.02
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB24065	0.00	195.58
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116420222000	20640	KARENWESTERN KW2401	0.00	197.54
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB24007	0.00	79.75
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB24007	0.00	305.64
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB24006	0.00	307.52
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116420222000	20640	KARENWESTERN KW2401	0.00	310.79
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0126020222000	20640	RALSTONMIDDEMS2401	0.00	298.87
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0136020222000	20640	RALSTON HIGH HS2404	0.00	254.23
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116420222000	20640	KARENWESTERN KW2401	0.00	58.98
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB24006	0.00	51.09
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB24006	0.00	82.08
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB24006	0.00	94.65
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB24006	0.00	99.22
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116420222000	20640	KARENWESTERN KW2401	0.00	37.34
9001	131608	05/13/24	272	FOLLETT SCHOOL SOLU	0116420222000	20640	KARENWESTERN KW2401	0.00	38.11
TOTAL CHECK									3,709.97
9001	131609	05/13/24	2812	FONTENELLE FOREST	0180020271000	20340	RPS FT SEYMOUR DARB	0.00	280.00
9001	131609	05/13/24	2812	FONTENELLE FOREST	0180020271000	20340	RPS FT BLUMFIELD CA	0.00	323.75
9001	131609	05/13/24	2812	FONTENELLE FOREST	0180020271000	20340	RPS FT MOCKINGBIRD	0.00	157.50
9001	131609	05/13/24	2812	FONTENELLE FOREST	0180020271000	20340	RPS FT GREENWOOD/PA	0.00	113.75
TOTAL CHECK									875.00
9001	131610	05/13/24	301	GLASSMASTERS INC	0126020262000	20352	RPS MAINTENANCE RMS	0.00	320.00
9001	131611	05/13/24	344	GOODWIN TUCKER GROU	0116920262000	20430	RPS MAINTENANCE WW	0.00	84.96
9001	131611	05/13/24	344	GOODWIN TUCKER GROU	0116620262000	20430	RPS MAINTENANCE MEA	0.00	122.00
TOTAL CHECK									206.96
9001	131612	05/13/24	7886	GREAT KIDS, INC.	0180020340000	20610	RPS STUD/SER SS2400	0.00	1,092.00

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FUND - 01 - GENERAL FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
9001	131613	05/13/24	4752	HEARTLAND FAMILY SE	0116720120000	20569	RPS STUDENT SERVICE	0.00	5,025.00
9001	131613	05/13/24	4752	HEARTLAND FAMILY SE	0116720120000	20569	RPS STUDENT SERVICE	0.00	6,700.00
9001	131613	05/13/24	4752	HEARTLAND FAMILY SE	0116420120000	20569	RPS STUDENT SERVICE	0.00	7,035.00
9001	131613	05/13/24	4752	HEARTLAND FAMILY SE	0116420120000	20569	RPS STUDENT SERVICE	0.00	5,360.00
TOTAL CHECK									24,120.00
9001	131614	05/13/24	1474	HEARTLAND FOUNDATIO	0116720120000	20569	RPS STUDENT SERVICE	0.00	3,740.00
9001	131614	05/13/24	1474	HEARTLAND FOUNDATIO	0126020120000	20569	RPS STUDENT SERVICE	0.00	3,740.00
9001	131614	05/13/24	1474	HEARTLAND FOUNDATIO	0126020120000	20569	RPS STUDENT SERVICE	0.00	3,740.00
TOTAL CHECK									11,220.00
9001	131615	05/13/24	4528	HEARTLAND ROOFING C	0126020262000	20352	RPS MAINTENANCE RMS	0.00	985.00
9001	131615	05/13/24	4528	HEARTLAND ROOFING C	0116920262000	20352	RPS MAINTENANCE WW	0.00	780.00
TOTAL CHECK									1,765.00
9001	131616	05/13/24	3187	HP INC	0180020258000	20650	RPS TECHNOLOGY ADMI	0.00	-7.83
9001	131616	05/13/24	3187	HP INC	0180020258000	20650	RPS TECHNOLOGY ADMI	0.00	119.65
TOTAL CHECK									111.82
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RPS CUSTODIAL RHS	0.00	131.11
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	KARCHER FLOOR CARE	0.00	1,465.58
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	MASTER 1 IN. DIA FE	0.00	3.94
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RUBBERMAID COMMERCI	0.00	441.56
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RUBBERMAID COMMERCI	0.00	105.77
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116720261000	20610	RENOWN 20 IN. WALK	0.00	4,050.00
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116420261000	20610	RENOWN 20 IN. WALK	0.00	4,050.00
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116820261000	20610	RENOWN 20 IN. WALK	0.00	4,050.00
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	BACKER-20 TRIZAC	0.00	92.67
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	BACKER-13 TRIZAC	0.00	108.53
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116820261000	20610	PROTEAM GOFIT 10,10	0.00	648.00
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116820261000	20610	PROTEAM 14 IN. HARD	0.00	105.16
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0126020261000	20610	RENOWN MEDIUM TOLIE	0.00	9.24
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0126020261000	20610	SPARTAN HDQ NEUTRAL	0.00	68.37
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0126020261000	20610	RENOWN 56 GAL. 16 M	0.00	98.22
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0126020261000	20610	RENOWN 24 IN. X 33	0.00	99.12
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0126020261000	20610	RUBBERMAID COMMERCI	0.00	48.40
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0126020261000	20610	CREW 32 OZ. CLINGIN	0.00	80.64
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116420261000	20610	RENOWN 56 GAL. 16 M	0.00	130.96
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116420261000	20610	RUBBERMAID COMMERCI	0.00	13.18
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116720261000	20610	RENOWN WHITE HARDWO	0.00	161.20
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116720261000	20610	RENOWN 56 GAL. 16 M	0.00	163.70
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN VACUUM BAG F	0.00	131.83
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN 13 IN. RED B	0.00	18.83
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN VACUUM BAG F	0.00	133.20
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	DAMP MOP 1 GALLON L	0.00	97.93
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	SPARTAN CHEMICAL CO	0.00	120.52
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN 24 IN. X 33	0.00	259.25
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN 56 GAL. 16 M	0.00	321.12
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0136020261000	20610	28 OZ. 16 IN. X 19	0.00	21.16
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	RENOWN MEDIUM TOLIE	0.00	7.03
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	RENOWN 16 IN. X 16	0.00	9.03

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9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	28 OZ. 16 IN. X 19	0.00	5.47
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	RENOWN VACUUM BAG F	0.00	20.44
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	DAMP MOP 1 GALLON L	0.00	25.30
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	SPITFIRE 32 OZ. POW	0.00	44.71
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	CREW 32 OZ. CLINGIN	0.00	91.97
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	NABC NABC 1 GALLON	0.00	30.59
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	RUBBERMAID COMMERC	0.00	15.11
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	RUBBERMAID COMMERC	0.00	24.70
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	RUBBERMAID COMMERC	0.00	26.62
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	RUBBERMAID COMMERC	0.00	11.55
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	RENOWN 60 IN. GREEN	0.00	26.94
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	RUBBERMAID COMMERC	0.00	50.10
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	RPS CUSTODIAL RHS	0.00	171.80
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	RPS CUSTODIAL MEAD	0.00	19.88
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	RPS CUSTODIAL MEAD	0.00	19.88
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	RPS CUSTODIAL MEAD	0.00	35.01
9001	131617	05/13/24	6960	THE HOME DEPOT PRO	0116620261000	20610	RPS CUSTODIAL MEAD	0.00	67.93
TOTAL CHECK									17,933.25
9001	131618	05/13/24	2781	HOPE MEDICAL OUTREA	0116720115000	20320	RPS ELL MOCKINGBIRD	0.00	43.75
9001	131618	05/13/24	2781	HOPE MEDICAL OUTREA	0116320115000	20320	RPS ELL BLUMFIELD	0.00	35.00
TOTAL CHECK									78.75
9001	131619	05/13/24	2715	HY-VEE GAS	0136020120000	20610	RPS HIGH SCHOOL	0.00	45.00
9001	131619	05/13/24	2715	HY-VEE GAS	0180020340000	20610	RPS MOCKINGBIRD	0.00	99.81
9001	131619	05/13/24	2715	HY-VEE GAS	0136020110060	20610	RPS HIGH SCHOOL	0.00	486.01
9001	131619	05/13/24	2715	HY-VEE GAS	0180020271000	20626	RPS TRANSPORTATION	0.00	645.79
9001	131619	05/13/24	2715	HY-VEE GAS	0126020110060	20630	RPS MIDDLE SCHOOL	0.00	176.26
9001	131619	05/13/24	2715	HY-VEE GAS	0180020271120	20626	RPS TRANSPORTATION	0.00	3,089.68
9001	131619	05/13/24	2715	HY-VEE GAS	0136020120000	20610	RPS STUDENT SERVICE	0.00	168.06
9001	131619	05/13/24	2715	HY-VEE GAS	0180020271000	20510	RPS TRANSPORTATION	0.00	1,283.42
9001	131619	05/13/24	2715	HY-VEE GAS	0180020262000	20626	RPS MAINTENANCE	0.00	1,409.33
TOTAL CHECK									7,403.36
9001	131622	05/13/24	2286	INFOSAFE SHREDDING	0180020232000	20320	RPS ADMIN/CO/VMAC	0.00	117.00
9001	131623	05/13/24	515	J & J SMALL ENGINE	0180020262000	20610	RPS MAINTENANCE ADM	0.00	145.93
9001	131624	05/13/24	1011	J W PEPPER & SON, I	0136020110094	20610	RALSTON HIGH HS2401	0.00	4.00
9001	131624	05/13/24	1011	J W PEPPER & SON, I	0136020110094	20610	RALSTON HIGH HS2404	0.00	18.00
TOTAL CHECK									22.00
9001	131625	05/13/24	5073	J.F. AHERN CO	0126020262000	20352	RPS MAINTENANCE RMS	0.00	3,795.00
9001	131625	05/13/24	5073	J.F. AHERN CO	0136020262000	20352	RPS MAINTENANCE RHS	0.00	5,033.00
9001	131625	05/13/24	5073	J.F. AHERN CO	0136020262000	20352	RPS MAINTENANCE RHS	0.00	6,119.00
TOTAL CHECK									14,947.00
9001	131626	05/13/24	7735	JIFFY LEVENSON'S SU	0116920261000	20610	RPS MAINTENANCE WW	0.00	19.98
9001	131626	05/13/24	7735	JIFFY LEVENSON'S SU	0126020261000	20610	RPS MAINTENANCE RMS	0.00	19.98
9001	131626	05/13/24	7735	JIFFY LEVENSON'S SU	0136020261000	20610	RPS MAINTENANCE RHS	0.00	19.98
9001	131626	05/13/24	7735	JIFFY LEVENSON'S SU	0116920261000	20610	RPS MAINTENANCE WW	0.00	164.64
TOTAL CHECK									224.58

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9001	131627	05/13/24	2439	JOHNSON DRYWALL COM	0126020262000	20430	RPS MAINTENANCE RMS	0.00	2,450.00
9001	131628	05/13/24	565	JOHNSTONE SUPPLY CO	0136020262000	20430	RPS MAINTENANCE RHS	0.00	23.80
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116320129100	20320	RPS STUDENT SERVICE	0.00	2,793.00
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116720129200	20320	RPS STUDENT SERVICE	0.00	2,306.80
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116320120000	20320	RPS STUDENT SERVICE	0.00	3,952.00
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116820129100	20320	RPS STUDENT SERVICE	0.00	815.00
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116820120000	20320	RPS STUDENT SERVICE	0.00	910.00
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116820129200	20320	RPS STUDENT SERVICE	0.00	1,085.80
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116420120000	20320	RPS STUDENT SERVICE	0.00	1,107.50
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116420129100	20320	RPS STUDENT SERVICE	0.00	803.00
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116720129100	20320	RPS STUDENT SERVICE	0.00	1,144.25
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116320129200	20320	RPS STUDENT SERVICE	0.00	1,228.55
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116920129100	20320	RPS STUDENT SERVICE	0.00	281.75
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0126020120000	20320	RPS STUDENT SERVICE	0.00	297.50
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0136020120000	20320	RPS STUDENT SERVICE	0.00	379.95
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116620120000	20320	RPS STUDENT SERVICE	0.00	385.00
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116920120000	20320	RPS STUDENT SERVICE	0.00	402.50
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116420129200	20320	RPS STUDENT SERVICE	0.00	324.55
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116720120000	20320	RPS STUDENT SERVICE	0.00	350.00
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116620129100	20320	RPS STUDENT SERVICE	0.00	369.25
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116920129200	20320	RPS STUDENT SERVICE	0.00	786.05
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	0116620129200	20320	RPS STUDENT SERVICE	0.00	779.30
TOTAL CHECK								0.00	20,501.75
9001	131631	05/13/24	7860	KIEWIT LUMINARIUM	0180020271000	20340	RPS FT MOCKINGBIRD	0.00	370.00
9001	131631	05/13/24	7860	KIEWIT LUMINARIUM	0180020271000	20340	RPS FT BLUMFIELD	0.00	320.00
9001	131631	05/13/24	7860	KIEWIT LUMINARIUM	0180020271000	20340	RPS FT WILDEWOOD	0.00	190.00
9001	131631	05/13/24	7860	KIEWIT LUMINARIUM	0180020271000	20340	RPS FT MEADOWS	0.00	200.00
9001	131631	05/13/24	7860	KIEWIT LUMINARIUM	0180020271000	20340	RPS FT KAREN WESTER	0.00	145.00
TOTAL CHECK								0.00	1,225.00
9001	131632	05/13/24	4452	KISSEL, KOHOUT, ES AS	0180020231000	20810	RPS LEGISLATIVE SER	0.00	3,927.75
9001	131633	05/13/24	6278	KOLEY JESSEN P.C.,	0180020231000	20810	RPS PERSONNEL MATTE	0.00	1,319.50
9001	131633	05/13/24	6278	KOLEY JESSEN P.C.,	0180020231000	20810	RPS OPPD PILOT MATT	0.00	172.00
9001	131633	05/13/24	6278	KOLEY JESSEN P.C.,	0180020231000	20810	RPS TEACHER MATTERS	0.00	667.50
TOTAL CHECK								0.00	2,159.00
9001	131634	05/13/24	6193	KSB SCHOOL LAW	0180020120000	20810	RPS SPED GENERAL	0.00	558.50
9001	131635	05/13/24	6993	LANGUAGE LINE SERVI	0116320115000	20320	RPS ELL BLUMFIELD	0.00	37.19
9001	131635	05/13/24	6993	LANGUAGE LINE SERVI	0136020115000	20320	RPS ELL HIGH SCHOOL	0.00	12.39
9001	131635	05/13/24	6993	LANGUAGE LINE SERVI	0126020115000	20320	RPS ELL MIDDLE SCHO	0.00	15.34
TOTAL CHECK								0.00	64.92
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0116420261000	20610	SOAP HAND FOAM FOAM	0.00	134.00
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0116720261000	20610	CLEANER STAINLESS S	0.00	31.81
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0116720261000	20610	SOAP HAND FOAM FOAM	0.00	66.65
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0116720261000	20610	TISSUE 2 PLY 4.5X3.	0.00	106.94

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CASH ACCT	CHECK NO.	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	SOAP HAND FOAM FOAM	0.00	63.83
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	BOWL CLEANER ASSURE	0.00	81.27
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	CLEANER STAINLESS S	0.00	60.95
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	DEGREASER MARS HEAV	0.00	100.62
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	LINER WAXED SANITAR	0.00	99.41
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	DISINFECTANT CREME	0.00	49.34
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	SAFETY ZONE BLACK N	0.00	44.65
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	SAFETY ZONE BLACK N	0.00	44.65
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	TOWEL ROLL BROWN 8"	0.00	325.07
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	TISSUE 2 PLY 4.5X3.	0.00	409.82
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	PAD SCOURING MED DU	0.00	28.30
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0116620261000	20610	DEGREASER ORANGE WO	0.00	40.06
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0116620261000	20610	DISINFECTANT CREME	0.00	51.45
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0116620261000	20610	TISSUE 2 PLY 4.5X3.	0.00	53.42
9001	131636	05/13/24	7541	LARSEN SUPPLY COMPA	0116620261000	20610	TOWEL ROLL BROWN 8"	0.00	84.74
TOTAL CHECK								0.00	1,876.98
9001	131637	05/13/24	6111	LARSON SPEECH & LAN	0126020641200	20320	RPS STUDENT SERVICE	0.00	1,263.92
9001	131637	05/13/24	6111	LARSON SPEECH & LAN	0116620641200	20320	RPS STUDENT SERVICE	0.00	811.76
9001	131637	05/13/24	6111	LARSON SPEECH & LAN	0116720641200	20320	RPS STUDENT SERVICE	0.00	1,125.30
9001	131637	05/13/24	6111	LARSON SPEECH & LAN	0116420641200	20320	RPS STUDENT SERVICE	0.00	587.19
9001	131637	05/13/24	6111	LARSON SPEECH & LAN	0116820641200	20320	RPS STUDENT SERVICE	0.00	770.04
9001	131637	05/13/24	6111	LARSON SPEECH & LAN	0116320641200	20320	RPS STUDENT SERVICE	0.00	794.00
9001	131637	05/13/24	6111	LARSON SPEECH & LAN	0116920641200	20320	RPS STUDENT SERVICE	0.00	783.54
TOTAL CHECK								0.00	6,135.75
9001	131638	05/13/24	7037	LINK MEDIA OUTDOOR	0180020256000	20540	RPS 14'X48' VINYL	0.00	800.00
9001	131638	05/13/24	7037	LINK MEDIA OUTDOOR	0180020256000	20540	RPS 84TH AND PARK D	0.00	2,000.00
TOTAL CHECK								0.00	2,800.00
9001	131642	05/13/24	5314	MADISON NATIONAL LI	01	9409	RPS MAY 2024 PREMI	0.00	11,277.54
9001	131643	05/13/24	4884	MATHESON TRI-GAS, I	0180020262000	20610	RPS MAINTENANCE ADM	0.00	133.19
9001	131644	05/13/24	7829	MAXABILITY THERAPY	0116720215100	20320	RPS STUDENT SERVICE	0.00	9,307.50
9001	131645	05/13/24	5926	MENARDS	0126020110080	20610	RALSTONMIDDLE IT/CA	0.00	163.38
9001	131645	05/13/24	5926	MENARDS	0136020110080	20610	RALSTON HIGH HS2404	0.00	198.04
9001	131645	05/13/24	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE ADM	0.00	138.10
9001	131645	05/13/24	5926	MENARDS	0136020110080	20733	RALSTON HIGH HS2404	0.00	346.62
9001	131645	05/13/24	5926	MENARDS	0126020262000	20610	RPS MAINTENANCE RMS	0.00	129.98
9001	131645	05/13/24	5926	MENARDS	0136020262000	20610	RPS MAINTENANCE RHS	0.00	129.98
9001	131645	05/13/24	5926	MENARDS	0116820262000	20430	RPS MAINTENANCE SEY	0.00	64.95
9001	131645	05/13/24	5926	MENARDS	0180020262000	20610	RPS MAINTENANCE ADM	0.00	75.17
9001	131645	05/13/24	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE ADM	0.00	98.88
9001	131645	05/13/24	5926	MENARDS	0180020262000	20610	RPS MAINTENANCE ADM	0.00	34.34
9001	131645	05/13/24	5926	MENARDS	0116720261000	20610	RPS MAINTENANCE MOC	0.00	23.89
9001	131645	05/13/24	5926	MENARDS	0180020262000	20610	RPS MAINTENANCE ADM	0.00	27.45
9001	131645	05/13/24	5926	MENARDS	0116820262000	20430	RPS MAINTENANCE SEY	0.00	13.18
9001	131645	05/13/24	5926	MENARDS	0136020262000	20430	RPS MAINTENANCE RHS	0.00	17.45
9001	131645	05/13/24	5926	MENARDS	0126020110080	20610	RPS MAINTENANCE RMS	0.00	21.27
TOTAL CHECK								0.00	1,482.68

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9001	131647	05/13/24	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	19.20
9001	131647	05/13/24	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	4.80
9001	131647	05/13/24	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	49.60
9001	131647	05/13/24	834	METRO UTILITIES DIS	0180020261000	20629	RPS 8545 PARK DRIVE	0.00	104.80
9001	131647	05/13/24	834	METRO UTILITIES DIS	0180020261000	20629	RPS 8545 PARK DRIVE	0.00	130.00
9001	131647	05/13/24	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	390.00
9001	131647	05/13/24	834	METRO UTILITIES DIS	0116720261000	20629	RPS 5100 SOUTH 93RD	0.00	578.40
9001	131647	05/13/24	834	METRO UTILITIES DIS	0180020261000	20621	RPS 8545 PARK DRIVE	0.00	419.20
9001	131647	05/13/24	834	METRO UTILITIES DIS	0180020261000	20621	RPS 8545 PARK DRIVE	0.00	520.00
9001	131647	05/13/24	834	METRO UTILITIES DIS	0116420261000	20621	RPS 6240 H STREET	0.00	643.20
9001	131647	05/13/24	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8801 PARK DRIVE	0.00	657.60
9001	131647	05/13/24	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8901 PARK DRIVE	0.00	665.60
9001	131647	05/13/24	834	METRO UTILITIES DIS	0116920261000	20621	RPS 8023 RALSTON AV	0.00	668.80
9001	131647	05/13/24	834	METRO UTILITIES DIS	0126020261000	20629	RPS 8202 LAKEVIEW S	0.00	720.00
9001	131647	05/13/24	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8901 PARK DRIVE	0.00	785.60
9001	131647	05/13/24	834	METRO UTILITIES DIS	0126020261000	20621	RPS 8202 LAKEVIEW S	0.00	822.40
9001	131647	05/13/24	834	METRO UTILITIES DIS	0116820261000	20621	RPS 7900 SEYMOUR ST	0.00	848.00
9001	131647	05/13/24	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	198.40
9001	131647	05/13/24	834	METRO UTILITIES DIS	0116920261000	20629	RPS 8023 RALSTON AV	0.00	167.20
9001	131647	05/13/24	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8901 PARK DRIVE	0.00	196.40
9001	131647	05/13/24	834	METRO UTILITIES DIS	0116420261000	20629	RPS 6240 H STREET	0.00	260.00
9001	131647	05/13/24	834	METRO UTILITIES DIS	0126020261000	20629	RPS 8202 LAKEVIEW S	0.00	205.60
9001	131647	05/13/24	834	METRO UTILITIES DIS	0116820261000	20629	RPS 7900 SEYMOUR ST	0.00	212.00
9001	131647	05/13/24	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8801 PARK DRIVE	0.00	164.40
9001	131647	05/13/24	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	180.24
9001	131647	05/13/24	834	METRO UTILITIES DIS	0116420261000	20629	RPS 6240 H STREET	0.00	160.80
9001	131647	05/13/24	834	METRO UTILITIES DIS	0116320261000	20621	RPS 10310 MOCKINGBI	0.00	6,913.60
9001	131647	05/13/24	834	METRO UTILITIES DIS	0116620261000	20621	RPS 9205 BERRY STRE	0.00	4,176.00
9001	131647	05/13/24	834	METRO UTILITIES DIS	0116420261000	20621	RPS 6240 H STREET	0.00	1,040.00
9001	131647	05/13/24	834	METRO UTILITIES DIS	0116620261000	20629	RPS 9205 BERRY STRE	0.00	1,044.00
9001	131647	05/13/24	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	1,560.00
9001	131647	05/13/24	834	METRO UTILITIES DIS	0116320261000	20629	RPS 10310 MOCKINGBI	0.00	1,728.40
9001	131647	05/13/24	834	METRO UTILITIES DIS	0116720261000	20621	RPS 5100 SOUTH 93RD	0.00	2,313.60
9001	131647	05/13/24	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8901 PARK DRIVE	0.00	2,662.40
9001	131647	05/13/24	834	METRO UTILITIES DIS	0126020261000	20621	RPS 8202 LAKEVIEW S	0.00	2,880.00
9001	131647	05/13/24	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	45.06
TOTAL CHECK									34,135.30
9001	131648	05/13/24	7168	MIDWEST ALARM SERVI	0136020262000	20352	RPS MAINTENANCE RHS	0.00	204.50
9001	131648	05/13/24	7168	MIDWEST ALARM SERVI	0116620262000	20352	RPS MAINTENANCE MEA	0.00	201.00
9001	131648	05/13/24	7168	MIDWEST ALARM SERVI	0116720262000	20352	RPS MAINTENANCE MOC	0.00	134.00
TOTAL CHECK									539.50
9001	131649	05/13/24	2634	NASB	0180020232000	20810	RPS ADMIN/BOE SURVE	0.00	350.00
9001	131649	05/13/24	2634	NASB	0180020231000	20320	RPS BOE ROARTY, M.	0.00	185.00
9001	131649	05/13/24	2634	NASB	0180020231000	20320	RPS BOE HOUGH, C.	0.00	185.00
9001	131649	05/13/24	2634	NASB	0180020231000	20320	RPS BOE KRAUSE, K.	0.00	185.00
9001	131649	05/13/24	2634	NASB	0180020231000	20320	RPS BOE KUMRU, E.	0.00	185.00
9001	131649	05/13/24	2634	NASB	0180020231000	20320	RPS BOE RICHARDS, R	0.00	165.00
9001	131649	05/13/24	2634	NASB	0180020232000	20330	RPS BUCKINGHAM, JAS	0.00	165.00
TOTAL CHECK									1,420.00

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9001	131650	05/13/24	797	NCSA	0180020251000	20330	RPS BREDEKAMP, AAR	0.00	180.00
9001	131650	05/13/24	797	NCSA	0180020251000	20810	RPS ADMIN MEMBERSHI	0.00	435.00
9001	131650	05/13/24	797	NCSA	0180020232000	20810	RPS ADMIN MEMBERSHI	0.00	435.00
9001	131650	05/13/24	797	NCSA	0180020120000	20810	RPS ADMIN MEMBERSHI	0.00	630.00
9001	131650	05/13/24	797	NCSA	0180020251000	20330	RPS BREDEKAMP, AAR	0.00	75.00
TOTAL CHECK									1,755.00
9001	131651	05/13/24	7888	NEBRASKA AGRICULTUR	0126020110001	20610	RMS CARR, K. HS2404	0.00	225.00
9001	131651	05/13/24	7888	NEBRASKA AGRICULTUR	0136020110001	20610	RHS BIRDSLEY HS2404	0.00	225.00
TOTAL CHECK									450.00
9001	131652	05/13/24	830	NEBRASKA AIR FILTER	0116820262000	20430	RPS MAINTENANCE SEY	0.00	202.13
9001	131652	05/13/24	830	NEBRASKA AIR FILTER	0136020262000	20430	RPS MAINTENANCE RHS	0.00	274.55
9001	131652	05/13/24	830	NEBRASKA AIR FILTER	0126020262000	20430	RPS MAINTENANCE RMS	0.00	145.68
9001	131652	05/13/24	830	NEBRASKA AIR FILTER	0180020262000	20430	RPS MAINTENANCE ADM	0.00	129.68
9001	131652	05/13/24	830	NEBRASKA AIR FILTER	0136020262000	20430	RPS MAINTENANCE RHS	0.00	494.67
9001	131652	05/13/24	830	NEBRASKA AIR FILTER	0136020262000	20430	RPS MAINTENANCE RHS	0.00	934.17
9001	131652	05/13/24	830	NEBRASKA AIR FILTER	0136020262000	20430	RPS MAINTENANCE RHS	0.00	418.32
TOTAL CHECK									2,599.20
9001	131653	05/13/24	5792	NEBRASKA ASCD	0180020251000	20810	RPS BREDEKAMP, AAR	0.00	40.00
9001	131654	05/13/24	4949	NEBRASKA STATE FIRE	0136020262000	20352	RPS MAINTENANCE RHS	0.00	360.00
9001	131654	05/13/24	4949	NEBRASKA STATE FIRE	0116420262000	20352	RPS MAINTENANCE KW	0.00	120.00
9001	131654	05/13/24	4949	NEBRASKA STATE FIRE	0126020262000	20352	RPS MAINTENANCE RMS	0.00	120.00
TOTAL CHECK									600.00
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0136020222000	20610	RALSTON HIGH HS2404	0.00	114.04
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB24007	0.00	114.04
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116820110000	20610	SEYMOUR SE240033	0.00	106.18
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0136020110068	20610	RALSTON HIGH HS2404	0.00	101.45
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0136020222000	20610	RALSTON HIGH HS2404	0.00	75.37
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0126020110000	20610	RALSTONMIDDLEMS2401	0.00	78.02
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO240022	0.00	79.99
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO240021	0.00	70.98
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116620110000	20610	MEADOWS MW240100	0.00	71.49
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB24007	0.00	57.25
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116620110000	20610	MEADOWS MW240102	0.00	59.04
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO240023	0.00	59.59
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO240020	0.00	447.51
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116320110000	20610	BLUMFIELD BL240040	0.00	468.97
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0136020110010	20610	RALSTON HIGH HS2404	0.00	937.62
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0136020110030	20610	RALSTON HIGH HS2403	0.00	869.16
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0136020110000	20610	RALSTON HIGH HS2403	0.00	50.04
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116820110000	20610	SEYMOUR SE240030	0.00	51.20
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB24006	0.00	7.95
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116320110000	20610	BLUMFIELD BL240039	0.00	8.40
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116620110000	20610	MEADOWS MW240081	0.00	10.40
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB24006	0.00	10.74
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116320110000	20610	BLUMFIELD BL240039	0.00	13.46
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB24007	0.00	20.91

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9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0126020222000	20610	RALSTONMIDDLEMS2401	0.00	23.10
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0136020110010	20610	RALSTON HIGH HS2404	0.00	-14.96
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0136020222000	20610	RALSTON HIGH HS2404	0.00	3.45
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0136020110010	20610	RALSTON HIGH HS2404	0.00	4.47
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB24006	0.00	14.49
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116320110000	20610	BLUMFIELD BL240039	0.00	15.54
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116320110000	20610	BLUMFIELD BL240039	0.00	29.01
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116620110000	20610	MEADOWS MW240100	0.00	24.00
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO240021	0.00	25.99
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0136020110010	20610	RALSTON HIGH HS2404	0.00	26.49
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0136020110010	20610	RALSTON HIGH HS2404	0.00	32.99
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0136020110010	20610	RALSTON HIGH HS2404	0.00	146.75
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0126020222000	20610	RALSTONMIDDLEMS2402	0.00	146.84
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0136020110030	20610	RALSTON HIGH HS2404	0.00	157.57
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB24006	0.00	144.12
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116820110000	20610	SEYMOUR SE240031	0.00	189.32
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB24006	0.00	223.34
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116620110000	20610	MEADOWS MW240102	0.00	233.75
9001	131657	05/13/24	921	ODP BUSINESS SOLUTI	0116320110000	20610	BLUMFIELD BL240039	0.00	326.15
TOTAL CHECK								0.00	5,636.21
9001	131658	05/13/24	7053	O'FLAHERTY SERVICES	0116420262000	20352	RPS MAINTENANCE KW	0.00	683.50
9001	131659	05/13/24	3674	OMAHA CHILDREN'S MU	0180020271000	20340	RPS FT/MOCKINGBIRD	0.00	349.00
9001	131660	05/13/24	934	OPC DIRECT	0116320110000	20610	RPS BLUMFIELD	0.00	614.85
9001	131660	05/13/24	934	OPC DIRECT	0116420110000	20610	RPS KAREN WESTERN	0.00	614.85
9001	131660	05/13/24	934	OPC DIRECT	0116620110000	20610	RPS MEADOWS	0.00	614.85
9001	131660	05/13/24	934	OPC DIRECT	0116720110000	20610	RPS MOCKINGBIRD	0.00	614.85
9001	131660	05/13/24	934	OPC DIRECT	0116820110000	20610	RPS SEYMOUR	0.00	614.85
9001	131660	05/13/24	934	OPC DIRECT	0116920110000	20610	RPS WILDEWOOD	0.00	614.85
9001	131660	05/13/24	934	OPC DIRECT	0126020110000	20610	RPS MIDDLE SCHOOL	0.00	614.85
9001	131660	05/13/24	934	OPC DIRECT	0136020110000	20610	RPS HIGH SCHOOL	0.00	614.85
TOTAL CHECK								0.00	4,918.80
9001	131661	05/13/24	936	OMAHA PUBLIC POWER	0116320261000	20622	RPS BLUMFIELD	0.00	3,544.04
9001	131661	05/13/24	936	OMAHA PUBLIC POWER	0116420261000	20622	RPS KAREN WESTERN	0.00	3,831.59
9001	131661	05/13/24	936	OMAHA PUBLIC POWER	0116820261000	20622	RPS SEYMOUR	0.00	2,705.38
9001	131661	05/13/24	936	OMAHA PUBLIC POWER	0180020261000	20622	RPS ADMIN/CO/VMAC	0.00	2,557.89
9001	131661	05/13/24	936	OMAHA PUBLIC POWER	0116620261000	20622	RPS MEADOWS	0.00	4,516.10
9001	131661	05/13/24	936	OMAHA PUBLIC POWER	0116920261000	20622	RPS WILDEWOOD	0.00	4,794.04
9001	131661	05/13/24	936	OMAHA PUBLIC POWER	0116720261000	20622	RPS MOCKINGBIRD	0.00	5,085.83
9001	131661	05/13/24	936	OMAHA PUBLIC POWER	0126020261000	20622	RPS MIDDLE SCHOOL	0.00	8,973.56
9001	131661	05/13/24	936	OMAHA PUBLIC POWER	0136020261000	20622	RPS HIGH SCHOOL	0.00	25,935.08
TOTAL CHECK								0.00	61,943.51
9001	131662	05/13/24	940	OMAHA WINNELSON	0180020262000	20610	RPS MAINTENANCE ADM	0.00	161.57
9001	131662	05/13/24	940	OMAHA WINNELSON	0180020262000	20610	RPS MAINTENANCE ADM	0.00	199.65
9001	131662	05/13/24	940	OMAHA WINNELSON	0136020262000	20430	RPS MAINTENANCE RHS	0.00	374.90
9001	131662	05/13/24	940	OMAHA WINNELSON	0136020262000	20430	RPS MAINTENANCE RHS	0.00	430.66
9001	131662	05/13/24	940	OMAHA WINNELSON	0126020262000	20430	RPS MAINTENANCE RMS	0.00	141.72
9001	131662	05/13/24	940	OMAHA WINNELSON	0126020262000	20430	RPS MAINTENANCE RMS	0.00	131.94

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9001	131662	05/13/24	940	OMAHA WINNELSON	0180020262000	20610	RPS MAINTENANCE ADM	0.00	59.67	
9001	131662	05/13/24	940	OMAHA WINNELSON	0116620262000	20430	RPS MAINTENANCE MEA	0.00	110.28	
9001	131662	05/13/24	940	OMAHA WINNELSON	0126020262000	20430	RPS MAINTENANCE RMS	0.00	-1,438.67	
TOTAL CHECK									0.00	171.72
9001	131663	05/13/24	430	OMAHA'S HENRY DOORL	0116820353500	20610	RPS HAL/FT SEYMOUR	0.00	33.14	
9001	131663	05/13/24	430	OMAHA'S HENRY DOORL	0116920353500	20610	RPS HAL/FT WILDEWOO	0.00	33.70	
9001	131663	05/13/24	430	OMAHA'S HENRY DOORL	0116320353500	20610	RPS HAL/FT BLUMFIEL	0.00	34.15	
9001	131663	05/13/24	430	OMAHA'S HENRY DOORL	0116620353500	20610	RPS HAL/FT MEADOWS	0.00	34.94	
9001	131663	05/13/24	430	OMAHA'S HENRY DOORL	0116420353500	20610	RPS HAL/FT KARENWES	0.00	25.28	
9001	131663	05/13/24	430	OMAHA'S HENRY DOORL	0126020353500	20610	RPS HAL/FT RMS	0.00	54.37	
9001	131663	05/13/24	430	OMAHA'S HENRY DOORL	0116720353500	20610	RPS HAL/FT MOCKINGB	0.00	48.42	
TOTAL CHECK									0.00	264.00
9001	131664	05/13/24	2808	ONE SOURCE	0180020257000	20340	RPS HUMAN RESOURCES	0.00	230.00	
9001	131665	05/13/24	1915	O'REILLY AUTOMOTIVE	0180020262000	20610	RPS MAINTENANCE ADM	0.00	32.98	
9001	131665	05/13/24	1915	O'REILLY AUTOMOTIVE	0180020262000	20610	RPS MAINTENANCE ADM	0.00	27.48	
9001	131665	05/13/24	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	27.98	
9001	131665	05/13/24	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	13.99	
9001	131665	05/13/24	1915	O'REILLY AUTOMOTIVE	0180020271000	20430	RPS TRANSPORTATION	0.00	13.99	
9001	131665	05/13/24	1915	O'REILLY AUTOMOTIVE	0180020271000	20430	RPS TRANSPORTATION	0.00	14.32	
9001	131665	05/13/24	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	14.32	
9001	131665	05/13/24	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	14.32	
TOTAL CHECK									0.00	159.38
9001	131666	05/13/24	7258	OVERDRIVE, INC	0116420222000	20640	RPS KW MS240213	0.00	264.40	
9001	131666	05/13/24	7258	OVERDRIVE, INC	0116820222000	20640	RPS SEY MS240213	0.00	346.80	
9001	131666	05/13/24	7258	OVERDRIVE, INC	0116920222000	20640	RPS WW MS240213	0.00	352.80	
9001	131666	05/13/24	7258	OVERDRIVE, INC	0116320222000	20640	RPS BLUM MS240213	0.00	357.20	
9001	131666	05/13/24	7258	OVERDRIVE, INC	0116620222000	20640	RPS MEAD MS240213	0.00	365.60	
9001	131666	05/13/24	7258	OVERDRIVE, INC	0116720222000	20640	RPS MOCK MS240213	0.00	506.80	
9001	131666	05/13/24	7258	OVERDRIVE, INC	0126020222000	20640	RPS RMS MS240213	0.00	568.80	
9001	131666	05/13/24	7258	OVERDRIVE, INC	0136020222000	20640	RPS RHS MS240213	0.00	1,237.60	
TOTAL CHECK									0.00	4,000.00
9001	131667	05/13/24	3989	PRIME COMMUNICATION	0180020258000	20340	RPS TECHNOLOGY ADMI	0.00	90.00	
9001	131667	05/13/24	3989	PRIME COMMUNICATION	0180020258000	20340	RPS TECHNOLOGY	0.00	535.00	
TOTAL CHECK									0.00	625.00
9001	131669	05/13/24	7029	QUALITY PEST CONTRO	0116920262000	20352	RPS MAINTENANCE WW	0.00	149.00	
9001	131669	05/13/24	7029	QUALITY PEST CONTRO	0126020262000	20352	RPS MAINTENANCE RMS	0.00	149.00	
9001	131669	05/13/24	7029	QUALITY PEST CONTRO	0126020262000	20352	RPS MAINTENANCE RMS	0.00	149.00	
TOTAL CHECK									0.00	447.00
9001	131670	05/13/24	5641	QUILL, LLC	0116320110000	20610	BLUMFIELD BL240054	0.00	96.53	
9001	131671	05/13/24	7690	RALSTON HILLCREST,	0136020110000	20441	RPS MAY 2024 RENT	0.00	1,300.00	
9001	131672	05/13/24	3366	RALSTON PUBLIC SCHO	0136020215100	20320	RPS SS/SUBURBAN	0.00	1,846.28	
9001	131672	05/13/24	3366	RALSTON PUBLIC SCHO	0116420215100	20320	RPS SS/SUBURBAN	0.00	71,865.00	
9001	131672	05/13/24	3366	RALSTON PUBLIC SCHO	0136020215100	20320	RPS SS/SUBURBAN	0.00	95,820.00	

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9001	131672	05/13/24	3366	RALSTON PUBLIC SCHO	0116420215100	20320	RPS SS/SUBURBAN	0.00	923.10
9001	131672	05/13/24	3366	RALSTON PUBLIC SCHO	0126020215100	20320	RPS SS/SUBURBAN	0.00	1,096.49
9001	131672	05/13/24	3366	RALSTON PUBLIC SCHO	0116420215300	20320	RPS SS/SUBURBAN	0.00	133.50
9001	131672	05/13/24	3366	RALSTON PUBLIC SCHO	0116420215200	20320	RPS SS/SUBURBAN	0.00	6,951.38
TOTAL CHECK									178,635.75
9001	131673	05/13/24	5429	REGAL AWARDS UNLIMI	0136020110000	20610	RALSTON HIGH HS2404	0.00	51.87
9001	131673	05/13/24	5429	REGAL AWARDS UNLIMI	0136020110000	20610	RALSTON HIGH HS2404	0.00	720.12
TOTAL CHECK									771.99
9001	131674	05/13/24	4076	RENAISSANCE LEARNIN	0180020699719	20610	RPS CURRICUL CU2400	0.00	21,021.32
9001	131675	05/13/24	7147	RIVERSIDE INSIGHTS	0116420353500	20610	RPS CUR/KW CU240003	0.00	160.91
9001	131675	05/13/24	7147	RIVERSIDE INSIGHTS	0116820353500	20610	RPS CUR/SEY CU24003	0.00	160.91
9001	131675	05/13/24	7147	RIVERSIDE INSIGHTS	0116920353500	20610	RPS CUR/WW CU240039	0.00	160.92
9001	131675	05/13/24	7147	RIVERSIDE INSIGHTS	0116620353500	20610	RPS CUR/MEAD CU2400	0.00	160.92
9001	131675	05/13/24	7147	RIVERSIDE INSIGHTS	0116720353500	20610	RPS CUR/MOCK CU2400	0.00	160.92
9001	131675	05/13/24	7147	RIVERSIDE INSIGHTS	0116320353500	20610	RPS CUR/BLUM CU2400	0.00	160.92
TOTAL CHECK									965.50
9001	131676	05/13/24	3545	ROCHESTER MIDLAND C	0116420262000	20352	RPS MAINTENANCE KW	0.00	163.71
9001	131676	05/13/24	3545	ROCHESTER MIDLAND C	0116720262000	20352	RPS MAINTENANCE MOC	0.00	163.72
9001	131676	05/13/24	3545	ROCHESTER MIDLAND C	0116820261000	20352	RPS MAINTENANCE SEY	0.00	163.72
9001	131676	05/13/24	3545	ROCHESTER MIDLAND C	0126020262000	20352	RPS MAINTENANCE RMS	0.00	163.72
9001	131676	05/13/24	3545	ROCHESTER MIDLAND C	0136020262000	20352	RPS MAINTENANCE RHS	0.00	163.72
TOTAL CHECK									818.59
9001	131678	05/13/24	4913	SCHMITT MUSIC	0136020110094	20610	RALSTON HIGH HS2404	0.00	134.00
9001	131678	05/13/24	4913	SCHMITT MUSIC	0136020110094	20610	RALSTON HIGH HS2404	0.00	33.00
9001	131678	05/13/24	4913	SCHMITT MUSIC	0136020110094	20610	RALSTON HIGH HS2404	0.00	38.95
9001	131678	05/13/24	4913	SCHMITT MUSIC	0136020110094	20610	RALSTON HIGH HS2404	0.00	42.30
TOTAL CHECK									248.25
9001	131679	05/13/24	2747	SCHOLASTIC INC	0116420110001	20640	RPS CUR/KW CU240035	0.00	2,834.18
9001	131679	05/13/24	2747	SCHOLASTIC INC	0116820110001	20640	RPS CUR/SEY CU24003	0.00	3,715.92
9001	131679	05/13/24	2747	SCHOLASTIC INC	0116920110001	20640	RPS CUR/WW CU240035	0.00	3,778.90
9001	131679	05/13/24	2747	SCHOLASTIC INC	0116320110001	20640	RPS CUR/BLUM CU2400	0.00	3,829.28
9001	131679	05/13/24	2747	SCHOLASTIC INC	0116620110001	20640	RPS CUR/MEAD CU2400	0.00	3,917.46
9001	131679	05/13/24	2747	SCHOLASTIC INC	0116720110001	20640	RPS CUR/MOCK CU2400	0.00	5,429.02
9001	131679	05/13/24	2747	SCHOLASTIC INC	0116420110001	20640	RPS CUR/KW CU240036	0.00	246.86
9001	131679	05/13/24	2747	SCHOLASTIC INC	0116820110001	20640	RPS CUR/SEY CU24003	0.00	323.65
9001	131679	05/13/24	2747	SCHOLASTIC INC	0116920110001	20640	RPS CUR/WW CU240036	0.00	329.14
9001	131679	05/13/24	2747	SCHOLASTIC INC	0116320110001	20640	RPS CUR/BLUM CU2400	0.00	333.52
9001	131679	05/13/24	2747	SCHOLASTIC INC	0116620110001	20640	RPS CUR/MEAD CU2400	0.00	341.21
9001	131679	05/13/24	2747	SCHOLASTIC INC	0116720110001	20640	RPS CUR/MOCK CU2400	0.00	472.86
TOTAL CHECK									25,552.00
9001	131680	05/13/24	7358	SCHOOL SPECIALTY, L	0116920129100	20610	RPS SS/WW SS240041	0.00	429.10
9001	131680	05/13/24	7358	SCHOOL SPECIALTY, L	0116320110000	20610	BLUMFIELD BL240038	0.00	457.75
TOTAL CHECK									886.85
9001	131681	05/13/24	7677	SCHUMACHER ELEVATOR	0116420262000	20352	RPS MAINTENANCE KW	0.00	193.30

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131681	05/13/24	7677	SCHUMACHER ELEVATOR	0116720262000	20352	RPS MAINTENANCE MOC	0.00	193.30
9001	131681	05/13/24	7677	SCHUMACHER ELEVATOR	0126020262000	20352	RPS MAINTENANCE RMS	0.00	193.30
9001	131681	05/13/24	7677	SCHUMACHER ELEVATOR	0136020262000	20352	RPS MAINTENANCE RHS	0.00	773.22
TOTAL CHECK									1,353.12
9001	131682	05/13/24	7067	SHELL FLEET PLUS	0180020271000	20626	RPS TRANSPORTATION	0.00	129.37
9001	131683	05/13/24	1365	SIGNIT	0136020110000	20610	RALSTON HIGH HS2404	0.00	36.00
9001	131685	05/13/24	5589	SPECTRUM PAINT	0136020262000	20430	RPS MAINTENANCE RHS	0.00	52.72
9001	131686	05/13/24	7816	SPED STRATEGIES, LL	0116320696900	20330	RPS CUR/BLUM CU2400	0.00	750.00
9001	131686	05/13/24	7816	SPED STRATEGIES, LL	0116420696900	20330	RPS CUR/KW CU240023	0.00	750.00
9001	131686	05/13/24	7816	SPED STRATEGIES, LL	0116620696900	20330	RPS CUR/MEAD CU2400	0.00	750.00
9001	131686	05/13/24	7816	SPED STRATEGIES, LL	0116720696900	20330	RPS CUR/MOCK CU2400	0.00	750.00
9001	131686	05/13/24	7816	SPED STRATEGIES, LL	0116820696900	20330	RPS CUR/SEY CU24002	0.00	750.00
9001	131686	05/13/24	7816	SPED STRATEGIES, LL	0116920696900	20330	RPS CUR/WW CU240023	0.00	750.00
9001	131686	05/13/24	7816	SPED STRATEGIES, LL	0126020696900	20330	RPS CUR/RMS CU24002	0.00	750.00
9001	131686	05/13/24	7816	SPED STRATEGIES, LL	0136020696900	20330	RPS CUR/RHS CU24002	0.00	750.00
TOTAL CHECK									6,000.00
9001	131688	05/13/24	7002	STUDENT TRANSPORTAT	0180020271000	20340	RPS FT SEYMOUR W.PA	0.00	273.00
9001	131689	05/13/24	3418	THE ROSE	0180020271000	20340	RPS FT BLUMFIELD SE	0.00	200.00
9001	131690	05/13/24	1138	TOTAL MARKETING, IN	0116820262000	20430	RPS MAINTENANCE SEY	0.00	119.00
9001	131691	05/13/24	7790	TRACY TONEY JONES	0136020110000	20330	RPS STUDENT SERVICE	0.00	120.00
9001	131692	05/13/24	2051	TRANE	0136020262000	20352	RPS MAINTENANCE RHS	0.00	5,465.74
9001	131693	05/13/24	7782	TREASURED WORDS, LL	0116420215100	20320	RPS STUDENT SERVICE	0.00	5,663.25
9001	131694	05/13/24	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	7,273.46
9001	131694	05/13/24	6034	TRUCK CENTER COMPAN	0180020271000	20430	RPS TRANSPORTATION	0.00	288.25
9001	131694	05/13/24	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	-293.25
TOTAL CHECK									7,268.46
9001	131697	05/13/24	3366	RALSTON PUBLIC SCHO	0180020257000	20610	RPS PUBLIC RELATION	0.00	35.50
9001	131699	05/13/24	7406	UNITE PRIVATE NETWO	0180020258000	20382	RPS TECHNOLOGY	0.00	593.58
9001	131700	05/13/24	6446	UNIVERSITY OF NEBRA	0180020271000	20340	RPS FT KAREN WESTER	0.00	78.75
9001	131701	05/13/24	7884	VENTRIS LEARNING, L	0180020631000	20640	RPS CURRICUL CU2400	0.00	1,128.75
9001	131702	05/13/24	4832	VERIZON WIRELESS	0180020251000	20610	RPS TWO PHONES	0.00	80.02
9001	131702	05/13/24	4832	VERIZON WIRELESS	0180020251000	20610	RPS HOTSPOTS JOYCE	0.00	680.17
9001	131702	05/13/24	4832	VERIZON WIRELESS	0180020340000	20610	RPS BECI/IPADSSSTOLL	0.00	360.09
9001	131702	05/13/24	4832	VERIZON WIRELESS	0180020251000	20610	RPS HOTSPOTMANAGEME	0.00	25.33
9001	131702	05/13/24	4832	VERIZON WIRELESS	0180020271200	20530	RPS TRANSPORTATION	0.00	52.72
TOTAL CHECK									1,198.33

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131703	05/13/24	1268	VOSS LIGHTING	0136020262000	20430	RPS MAINTENANCE RHS	0.00	267.30
9001	131703	05/13/24	1268	VOSS LIGHTING	0136020262000	20430	RPS MAINTENANCE RHS	0.00	6.46
9001	131703	05/13/24	1268	VOSS LIGHTING	0136020262000	20430	RPS MAINTENANCE RHS	0.00	140.34
9001	131703	05/13/24	1268	VOSS LIGHTING	0136020262000	20610	RPS MAINTENANCE RHS	0.00	72.50
TOTAL CHECK								0.00	486.60
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS HIGH SCHOOL	0.00	2,388.28
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS HIGH SCHOOL	0.00	2,542.32
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS ADMIN/CO/VMAC	0.00	88.89
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS ADMIN/CO/VMAC	0.00	88.89
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS WILDEWOOD	0.00	306.30
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS WILDEWOOD	0.00	316.18
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS KAREN WESTERN	0.00	358.75
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS KAREN WESTERN	0.00	368.63
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS SEYMOUR	0.00	493.05
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS BLUMFIELD	0.00	500.81
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS SEYMOUR	0.00	512.79
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS ADMIN/CO/VMAC	0.00	808.64
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MOCKINGBIRD	0.00	605.65
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MIDDLE SCHOOL	0.00	670.31
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MEADOWS	0.00	553.85
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MEADOWS	0.00	571.13
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MOCKINGBIRD	0.00	585.91
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MIDDLE SCHOOL	0.00	592.53
9001	131704	05/13/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS BLUMFIELD	0.00	-450.73
TOTAL CHECK								0.00	11,902.18
9001	131705	05/13/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS WILDEWOOD	0.00	59.78
9001	131705	05/13/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS BLUMFIELD	0.00	59.83
9001	131705	05/13/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS KAREN WESTERN	0.00	59.83
9001	131705	05/13/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MEADOWS	0.00	59.83
9001	131705	05/13/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MOCKINGBIRD	0.00	59.83
9001	131705	05/13/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS SEYMOUR	0.00	59.83
9001	131705	05/13/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MIDDLE SCHOOL	0.00	233.64
9001	131705	05/13/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS HIGH SCHOOL	0.00	729.45
9001	131705	05/13/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS ADMIN/CO/VMAC	0.00	552.98
TOTAL CHECK								0.00	1,875.00
9001	131706	05/13/24	1286	WEST MUSIC COMPANY,	0116720110094	20610	MOCKINGBIRD MB24007	0.00	1,895.27
9001	131706	05/13/24	1286	WEST MUSIC COMPANY,	0116820110094	20610	SEYMOUR SE2140032	0.00	964.19
9001	131706	05/13/24	1286	WEST MUSIC COMPANY,	0116820110093	20610	SEYMOUR SE240032	0.00	90.00
9001	131706	05/13/24	1286	WEST MUSIC COMPANY,	0116420110093	20610	KARENWESTERN KW2401	0.00	32.47
9001	131706	05/13/24	1286	WEST MUSIC COMPANY,	0116420110094	20610	KARENWESTERN KW2401	0.00	990.65
9001	131706	05/13/24	1286	WEST MUSIC COMPANY,	0116820110094	20610	SEYMOUR SE24029	0.00	84.75
TOTAL CHECK								0.00	4,057.33
9001	131707	05/13/24	6719	WESTLAKE ACE HARDWA	0136020261000	20610	RPS MAINTENANCE RHS	0.00	73.56
9001	131707	05/13/24	6719	WESTLAKE ACE HARDWA	0180020262000	20430	RPS MAINTENANCE ADM	0.00	73.97
9001	131707	05/13/24	6719	WESTLAKE ACE HARDWA	0180020261000	20610	RPS MAINTENANCE ADM	0.00	69.98
9001	131707	05/13/24	6719	WESTLAKE ACE HARDWA	0136020262000	20430	RPS MAINTENANCE RHS	0.00	9.59
9001	131707	05/13/24	6719	WESTLAKE ACE HARDWA	0180020262000	20610	RPS MAINTENANCE ADM	0.00	63.98

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TOTAL CHECK								0.00	291.08
9001	131708	05/13/24	6491	WHAT'S BUGGIN' YA	0126020262000	20352	RPS MAINTENANCE RMS	0.00	60.00
9001	131708	05/13/24	6491	WHAT'S BUGGIN' YA	0136020262000	20352	RPS MAINTENANCE RHS	0.00	60.00
9001	131708	05/13/24	6491	WHAT'S BUGGIN' YA	0116820262000	20352	RPS MAINTENANCE SEY	0.00	150.00
9001	131708	05/13/24	6491	WHAT'S BUGGIN' YA	0116320262000	20352	RPS MAINTENANCE BLU	0.00	50.00
9001	131708	05/13/24	6491	WHAT'S BUGGIN' YA	0116420262000	20352	RPS MAINTENANCE KW	0.00	50.00
9001	131708	05/13/24	6491	WHAT'S BUGGIN' YA	0116620262000	20352	RPS MAINTENANCE MEA	0.00	50.00
9001	131708	05/13/24	6491	WHAT'S BUGGIN' YA	0116720262000	20352	RPS MAINTENANCE MOC	0.00	50.00
9001	131708	05/13/24	6491	WHAT'S BUGGIN' YA	0116920262000	20352	RPS MAINTENANCE WW	0.00	50.00
9001	131708	05/13/24	6491	WHAT'S BUGGIN' YA	0180020262000	20352	RPS MAINTENANCE ADM	0.00	70.00
TOTAL CHECK								0.00	590.00
9001	131709	05/13/24	7708	WHYARTS, INC.	0136020120000	20330	RPS STUDENT SERVICE	0.00	1,350.00
9001	131710	05/13/24	7538	WOODRIVER ENERGY, L	0116920261000	20621	RPS WILDEWOOD	0.00	796.67
9001	131710	05/13/24	7538	WOODRIVER ENERGY, L	0126020261000	20621	RPS MIDDLE SCHOOL	0.00	1,014.75
9001	131710	05/13/24	7538	WOODRIVER ENERGY, L	0116820261000	20621	RPS SEYMOUR	0.00	1,130.53
9001	131710	05/13/24	7538	WOODRIVER ENERGY, L	0116920261000	20621	RPS WILDEWOOD	0.00	1,254.11
9001	131710	05/13/24	7538	WOODRIVER ENERGY, L	0116820261000	20621	RPS SEYMOUR	0.00	2,564.65
9001	131710	05/13/24	7538	WOODRIVER ENERGY, L	0126020261000	20621	RPS MIDDLE SCHOOL	0.00	2,854.23
9001	131710	05/13/24	7538	WOODRIVER ENERGY, L	0136020261000	20621	RPS HIGH SCHOOL	0.00	4,361.91
9001	131710	05/13/24	7538	WOODRIVER ENERGY, L	0136020261000	20621	RPS HIGH SCHOOL	0.00	11,057.39
TOTAL CHECK								0.00	25,034.24
9001	131711	05/13/24	6229	WORKFIT, INC	0180020257000	20340	RPS HUMAN RESOURCES	0.00	72.00
9001	131711	05/13/24	6229	WORKFIT, INC	0180020257000	20340	RPS HUMAN RESOURCES	0.00	72.00
TOTAL CHECK								0.00	144.00
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0116320262000	20610	RPS MAINTENANCE BLU	0.00	101.11
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0116420262000	20610	RPS MAINTENANCE KW	0.00	101.11
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0116620262000	20610	RPS MAINTENANCE MEA	0.00	101.11
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0116720262000	20610	RPS MAINTENANCE MOC	0.00	101.11
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0116820262000	20610	RPS MAINTENANCE SEY	0.00	101.11
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0116920262000	20610	RPS MAINTENANCE WW	0.00	101.11
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0126020262000	20610	RPS MAINTENANCE RMS	0.00	101.11
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0180020262000	20610	RPS MAINTENANCE ADM	0.00	101.11
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0136020262000	20610	RPS MAINTENANCE RHS	0.00	101.12
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0116320262000	20610	RPS MAINTENANCE BLU	0.00	35.00
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0116420262000	20610	RPS MAINTENANCE KW	0.00	35.00
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0116620262000	20610	RPS MAINTENANCE MEA	0.00	35.00
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0116720262000	20610	RPS MAINTENANCE MOC	0.00	35.00
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0116820262000	20610	RPS MAINTENANCE SEY	0.00	35.00
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0116920262000	20610	RPS MAINTENANCE WW	0.00	35.00
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0126020262000	20610	RPS MAINTENANCE RMS	0.00	35.00
9001	131712	05/13/24	5026	ZIMCO SUPPLY COMPAN	0136020262000	20610	RPS MAINTENANCE RHS	0.00	35.00
TOTAL CHECK								0.00	1,390.00
9001	131713	05/13/24	6866	ZTRIP (WHC NE, LLC)	0180020271200	20510	RPS SS/TRANSPORTATI	0.00	2,570.36
9001	131713	05/13/24	6866	ZTRIP (WHC NE, LLC)	0136020699000	20510	RPS SS/TRANSPORTATI	0.00	193.20
TOTAL CHECK								0.00	2,763.56

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FUND - 01 - GENERAL FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131714	05/13/24	7778	KALI D ALLEN	0116820353500	20333	REIMBURSE3/26-4/23/	0.00	4.38
9001	131714	05/13/24	7778	KALI D ALLEN	0116720353500	20333	REIMBURSE3/26-4/23/	0.00	4.39
TOTAL CHECK									8.77
9001	131715	05/13/24	7876	AMAYA BRODINE	0116320110000	20330	BLUMFIELD 2ND PAYME	0.00	2,000.00
9001	131717	05/13/24	7799	AARON J BREDEKAMP	0180020251000	20333	REIMBURSE 3/5-4/12/	0.00	201.00
9001	131718	05/13/24	4230	CINDY KIRKPATRICK	0136020213000	20333	REIMBURSE1/1-3/29/2	0.00	90.62
9001	131718	05/13/24	4230	CINDY KIRKPATRICK	0116820213000	20333	REIMBURSE1/1-3/29/2	0.00	18.57
9001	131718	05/13/24	4230	CINDY KIRKPATRICK	0116920213000	20333	REIMBURSE1/1-3/29/2	0.00	25.61
9001	131718	05/13/24	4230	CINDY KIRKPATRICK	0116720213000	20333	REIMBURSE1/1-3/29/2	0.00	30.67
9001	131718	05/13/24	4230	CINDY KIRKPATRICK	0116420213000	20333	REIMBURSE1/1-3/29/2	0.00	16.88
9001	131718	05/13/24	4230	CINDY KIRKPATRICK	0116320213000	20333	REIMBURSE1/1-3/29/2	0.00	32.36
9001	131718	05/13/24	4230	CINDY KIRKPATRICK	0126020213000	20333	REIMBURSE1/1-3/29/2	0.00	39.68
9001	131718	05/13/24	4230	CINDY KIRKPATRICK	0116620213000	20333	REIMBURSE1/1-3/29/2	0.00	27.01
TOTAL CHECK									281.40
9001	131719	05/13/24	7874	CRYSTAL ANDERSEN	0136020110000	20330	RHS SECOND PAYMENT	0.00	2,000.00
9001	131720	05/13/24	7877	DANIELLE CALPIN	0116820110000	20330	SEYMOUR 2ND PAYMENT	0.00	2,000.00
9001	131721	05/13/24	7838	CYNTHIA FLATT	0180020271000	20340	RPS TRANS.DOTPHYSIC	0.00	75.00
9001	131722	05/13/24	7165	JAMES FREDERICK	0180020256000	20333	REIMBURSEDPRCONFERE	0.00	17.46
9001	131722	05/13/24	7165	JAMES FREDERICK	0180020256000	20333	REIMBURSED4/2&3/202	0.00	241.06
TOTAL CHECK									258.52
9001	131723	05/13/24	7875	JENNIFER A. ARANDA-	0116420110000	20330	KW SECOND PAYMENT	0.00	2,000.00
9001	131724	05/13/24	7576	BRIANNA K JENSEN-GR	0180020641800	20330	REIMBURS2/28-3/1/24	0.00	250.45
9001	131725	05/13/24	6298	APRIL D PINKES	0116620110000	20610	MEADOWS KG PROJECT	0.00	89.63
9001	131726	05/13/24	4565	KIM HALSTEAD	0116720110000	20211	REIMBURSED 2/12&27/	0.00	70.86
9001	131729	05/13/24	7878	MALIA JOHNSON	0116920110000	20330	WILDEWOOD 2ND PAYME	0.00	2,000.00
9001	131731	05/13/24	6496	LAURA M PROCHASKA	0136020110000	20333	REIMBURSE3/25-4/17/	0.00	50.90
9001	131732	05/13/24	3150	CHRISTINE REDEMSKE	0116920353500	20333	REIMBURSE3/25-4/19/	0.00	18.19
9001	131733	05/13/24	7892	MELANIE L REEVES	0116320110000	20251	REIMBURSED 9 HOURS	0.00	1,059.00
9001	131733	05/13/24	7892	MELANIE L REEVES	0116420110000	20251	REIMBURSED 9 HOURS	0.00	1,059.00
9001	131733	05/13/24	7892	MELANIE L REEVES	0116720110000	20251	REIMBURSED 9 HOURS	0.00	1,059.00
TOTAL CHECK									3,177.00
9001	131735	05/13/24	4527	LISA SCHROEDER	0116620110000	20610	MEADOWS BOOTCAMPSUP	0.00	61.12
9001	131736	05/13/24	7122	AMBER A SCOTT	0116620350000	20333	REIMBURSED3/6-28/20	0.00	14.99
9001	131736	05/13/24	7122	AMBER A SCOTT	0116720350000	20333	REIMBURSED3/6-28/20	0.00	16.56
9001	131736	05/13/24	7122	AMBER A SCOTT	0116320350000	20333	REIMBURSED3/6-28/20	0.00	16.56

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9001	131736	05/13/24	7122	AMBER A SCOTT	0116420350000	20333	REIMBURSED3/6-28/20	0.00	7.89
9001	131736	05/13/24	7122	AMBER A SCOTT	0116820350000	20333	REIMBURSED3/6-28/20	0.00	10.25
9001	131736	05/13/24	7122	AMBER A SCOTT	0116920350000	20333	REIMBURSED3/6-28/20	0.00	12.63
TOTAL CHECK								0.00	78.88
9001	131737	05/13/24	3349	MELISSA A SEDLAK	0136020110000	20333	REIMBURSED4/16/2024	0.00	61.51
9001	131737	05/13/24	3349	MELISSA A SEDLAK	0136020212000	20333	REIMBURSED4/10-12/2	0.00	278.05
TOTAL CHECK								0.00	339.56
9001	131739	05/13/24	7602	WENDY E STANGE	0116320350000	20333	REIMBURSE3/25-4/17/	0.00	13.01
9001	131739	05/13/24	7602	WENDY E STANGE	0116620350000	20333	REIMBURSE3/25-4/17/	0.00	13.01
TOTAL CHECK								0.00	26.02
9001	131740	05/13/24	7879	STEPHEN SYCURO	0136020110000	20330	RHS SECOND PAYMENT	0.00	2,000.00
9001	131743	05/13/24	7873	TYLER ALBERS	0116620110000	20330	MEADOWS 2ND PAYMENT	0.00	2,000.00
9001	131744	05/13/24	7705	JOLENE F WEINRICH-L	0136020110000	20211	REIMBURSED 2/19/202	0.00	50.00
9001	131745	05/13/24	7872	GARY WESTBROOK	0180020258000	20333	REIMBURSE3/12-4/26/	0.00	32.34
9001	131746	05/13/24	7798	SARA E ZABROWSKI-GA	0180020221200	20333	REIMBURSED4/16&17/2	0.00	238.52
9001	131747	05/13/24	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	907.97
9001	131748	05/13/24	6866	ZTRIP (WHC NE, LLC)	0136020699000	20510	RPS SS/TRANSPORTATI	0.00	20.00
9001	131748	05/13/24	6866	ZTRIP (WHC NE, LLC)	0180020271200	20510	RPS SS/TRANSPORTATI	0.00	2,877.24
TOTAL CHECK								0.00	2,897.24
TOTAL CASH ACCOUNT								0.00	908,052.17
TOTAL FUND								0.00	908,052.17

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FUND - 02 - DEPRECIATION

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131570	05/13/24	170	APPLE INC.	0280020110000	20734	MOSYLE LICENSES - F	0.00	37,700.00
TOTAL CASH ACCOUNT								0.00	37,700.00
TOTAL FUND								0.00	37,700.00

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FUND - 06 - FOOD SERVICE

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131677	05/13/24	7890	SANDRA RAYMOND	0626020310000	20610	REFUNDED BALANCE RM	0.00	15.25
9001	131677	05/13/24	7890	SANDRA RAYMOND	0616320310000	20610	REFUNDED BALANCE BL	0.00	25.50
TOTAL CHECK									40.75
9001	131683	05/13/24	1365	SIGNIT	0616920310000	20610	RPS FOOD SERVICES W	0.00	292.50
9001	131683	05/13/24	1365	SIGNIT	0636020310000	20610	RPS FOOD SERVICES R	0.00	292.50
TOTAL CHECK									585.00
9001	131698	05/13/24	7891	STACY VAUGHN	0616820310000	20610	REFUNDED BALANCE	0.00	100.00
9001	131702	05/13/24	4832	VERIZON WIRELESS	0680020310000	20530	RPS FOOD SERVICES	0.00	65.78
9001	131716	05/13/24	7887	ELISA L. BOLAMPERTI	0636020310000	20610	RHS RICE NOODLES	0.00	25.87
9001	131734	05/13/24	7889	NICOLE RICCOBON	0680020310000	20333	REIMBURSE2/12-16/20	0.00	17.42
9001	131734	05/13/24	7889	NICOLE RICCOBON	0680020310000	20333	REIMBURSE2/26-31/2	0.00	16.08
9001	131734	05/13/24	7889	NICOLE RICCOBON	0680020310000	20333	REIMBURSED3/8-14/20	0.00	11.52
9001	131734	05/13/24	7889	NICOLE RICCOBON	0680020310000	20333	REIMBURSED3/4-7/202	0.00	4.69
9001	131734	05/13/24	7889	NICOLE RICCOBON	0680020310000	20333	REIMBURSED3/19-22/2	0.00	6.70
9001	131734	05/13/24	7889	NICOLE RICCOBON	0680020310000	20333	REIMBURSE2/19-23/20	0.00	4.02
9001	131734	05/13/24	7889	NICOLE RICCOBON	0680020310000	20333	REIMBURSED2/6-9/202	0.00	28.48
TOTAL CHECK									88.91
9001	131738	05/13/24	6667	PEGGY SMITH	0626020310000	20610	RMS LUNCH MOZZ.CHEE	0.00	29.97
9001	131738	05/13/24	6667	PEGGY SMITH	0626020310000	20610	RMS LUNCH CABBAGE	0.00	15.04
TOTAL CHECK									45.01
TOTAL CASH ACCOUNT								0.00	951.32
TOTAL FUND								0.00	951.32

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FUND - 08 - SPECIAL BUILDING

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
9001	131571	05/13/24	6959	BCDM ARCHITECTS	0816720470000	20350	RPS MOCKINGBIRD	0.00	10,029.53
9001	131571	05/13/24	6959	BCDM ARCHITECTS	0816820430000	20350	RPS SEYMOUR	0.00	4,738.00
9001	131571	05/13/24	6959	BCDM ARCHITECTS	0816320430000	20350	RPS BLUMFIELD	0.00	6,299.95
9001	131571	05/13/24	6959	BCDM ARCHITECTS	0826020430000	20350	RPS MIDDLE SCHOOL	0.00	1,663.41
9001	131571	05/13/24	6959	BCDM ARCHITECTS	0836020430000	20350	RPS HIGH SCHOOL	0.00	229,402.96
TOTAL CHECK									252,133.85
9001	131572	05/13/24	7137	DATAVIZION, LLC	0816320470000	20733	RPS BLUMFIELD	0.00	4,931.25
9001	131620	05/13/24	6193	KSB SCHOOL LAW	0836020470000	20350	RPS HIGH SCHOOL CON	0.00	206.50
9001	131621	05/13/24	4768	LAMP RYNEARSON & AS	0816720430000	20350	RPS MOCKINGBIRD	0.00	802.81
9001	131621	05/13/24	4768	LAMP RYNEARSON & AS	0836020430000	20350	RPS HIGH SCHOOL	0.00	600.00
TOTAL CHECK									1,402.81
9001	131639	05/13/24	7168	MIDWEST ALARM SERVI	0816920470000	20350	RPS WILDEWOOD	0.00	335.00
9001	131640	05/13/24	1999	MIDWEST BOX COMPANY	0816820470000	20610	RPS SEYMOUR	0.00	143.40
9001	131640	05/13/24	1999	MIDWEST BOX COMPANY	0816720470000	20810	RPS MOCKINGBIRD	0.00	46.50
9001	131640	05/13/24	1999	MIDWEST BOX COMPANY	0816820470000	20610	RPS SEYMOUR	0.00	37.50
9001	131640	05/13/24	1999	MIDWEST BOX COMPANY	0816720470000	20810	RPS MOCKINGBIRD	0.00	325.50
9001	131640	05/13/24	1999	MIDWEST BOX COMPANY	0816720470000	20810	RPS MOCKINGBIRD	0.00	217.10
9001	131640	05/13/24	1999	MIDWEST BOX COMPANY	0816820470000	20610	RPS SEYMOUR	0.00	222.00
TOTAL CHECK									992.00
9001	131641	05/13/24	3989	PRIME COMMUNICATION	0816320470000	20733	RPS BLUMFIELD	0.00	70,417.12
9001	131668	05/13/24	4936	THIELE GEOTECH, INC	0816720470000	20350	RPS MOCKINGBIRD	0.00	1,885.50
9001	131695	05/13/24	7562	THE WEITZ COMPANY	0826020470000	20450	RPS MIDDLE SCHOOL	0.00	125,946.00
9001	131695	05/13/24	7562	THE WEITZ COMPANY	0816820470000	20450	RPS SEYMOUR	0.00	166,342.00
9001	131695	05/13/24	7562	THE WEITZ COMPANY	0816320470000	20450	RPS BLUMFIELD	0.00	738,069.00
9001	131695	05/13/24	7562	THE WEITZ COMPANY	0816720470000	20450	RPS MOCKINGBIRD	0.00	957,079.00
TOTAL CHECK									1,987,436.00
9001	131696	05/13/24	3127	WESTSIDE COMMUNITY	0816320470000	20810	RPS BLUMFIELD	0.00	10,000.00
9001	131696	05/13/24	3127	WESTSIDE COMMUNITY	0816820470000	20810	RPS SEYMOUR	0.00	19,000.00
TOTAL CHECK									29,000.00
TOTAL CASH ACCOUNT								0.00	2,348,740.03
TOTAL FUND								0.00	2,348,740.03

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FUND - 10 - COOPERATIVE FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	1080020215100	20320	RPS SUBURBAN	0.00	245.00
9001	131630	05/13/24	7131	JUST FOR KIDS, INC.	1080020215100	20320	RPS SUBURBAN	0.00	379.50
TOTAL CHECK								0.00	624.50
9001	131684	05/13/24	7631	SOUTHPAW INTERPRETI	1080020215100	20320	RPS SS/SUBURBAN	0.00	250.00
9001	131687	05/13/24	2835	SARAH A STOREY	1080020215100	20320	RPS SS/SUBURBAN	0.00	7,674.75
9001	131727	05/13/24	4022	TRACY LOUCKS	1080020215100	20333	REIMBURSE3/21-4/19/	0.00	840.18
9001	131728	05/13/24	7776	DANIELLE B MAGRINI	1080020215100	20333	REIMBURSE3/21-4/19/	0.00	625.58
9001	131730	05/13/24	6350	KIMBERLEE M HASKETT	1080020215100	20333	REIMBURSE3/21-4/19/	0.00	1,300.74
9001	131741	05/13/24	7606	JERA L STERNER	1080020215100	20333	REIMBURSE3/21-4/19/	0.00	731.10
9001	131742	05/13/24	5094	TIARRA MCGOWAN	1080020215100	20333	REIMBURSE3/21-4/19/	0.00	481.13
TOTAL CASH ACCOUNT								0.00	12,527.98
TOTAL FUND								0.00	12,527.98
TOTAL REPORT								0.00	3,307,971.50

Shawna Younghans
2549 Westside Ave
Fremont, NE, 68025
05/12/2024

Dr. Ryan Pivonka
Ralston High School

Mr. Jason Buckingham
Ralston Public Schools

Dear Dr. Pivonka and Mr. Buckingham,

I am writing to formally resign from my position as Dean of Students at Ralston High School for the 2024-2025 school year. I would ask for Ralston Public Schools to release me from my contract obligations for the upcoming school year.

I have thoroughly enjoyed my time at Ralston High School. I appreciate the opportunities that I have been afforded and the amount I have learned in the past 3 years. I will always be grateful for the last three years at RHS. I have grown as a professional and a teammate. I value the relationships and team that I have participated in with administration, both at the high school and district level. When I needed support, they were always there to give me a pep talk or walk me through a situation. I want to assure you that this decision was not made lightly. However, trying to be closer to where my family is and decreasing travel time became a goal recently as my husband's job changed.

Thank you for the opportunity to be part of the Ralston Public School community. I wish the Ralston staff, students and community continued success in the future.

Sincerely,

Shawna Younghans

Bond Planning/Update Agenda

May 9, 2024

- BL
 - All RTU's are functioning
 - Classroom flooring installed
 - Classroom casework nearly complete
 - Classroom technology is installed, majority of intercom speakers are in place
 - Lighting is finished
 - Fixtures and partitions are being installed throughout the building
 - Most areas have ceiling pads
 - Hallway and cafeteria work on flooring is progressing
 - Driveway work to begin after the last day of school
- MB
 - Work continues on completing electrical and plumbing
 - All rooms now have flooring and casework
 - Demolition meeting was held May 1, work to begin as soon as the building is empty
 - Main entry exterior is nearly complete
 - Hallway protection work is ongoing
 - Technology work is beginning in each room
- SY and RMS
 - Meetings held in each school to prepare the staff for the move and boxing up of materials
- RHS
 - Initial bid is being worked for the staff parking lot

April 18, 2024

- BL
 - Diffusers and Registers are being installed
 - Low voltage work is continuing, call switches
 - Lights are being installed in the gym
 - Water heaters are in place
 - Drywall work is nearly complete
 - Corridor grid work has started, most classroom are done with grid
 - Plumbing fixtures are being installed
 - Dryfall paint in cafeteria media center
 - Casework installation is nearly complete, starting custom desks
 - Window sills are coming soon
- RMS/SY

- May 13, trailer moves onsite to RMS
- May 7th pull plans for both schools
- MB
 - Metal panel are being installed on the main entrance
 - Grading is nearly complete on the playground area
 - Flooring installed in most classrooms on the 2nd floor.
 - Reinstallation of vinyl hall protection is occurring
 - Gym floor has been stained and is being painted
 - Solid surfaces to begin installation next week
 - Boilers are currently online and providing some heat
 - Gym entrance doors are being installed.

April 4, 2024

- BL
 - Start up on RTU's 4 out of 7 are operational
 - Most rough in's 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
- MB
 - 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

March 28, 2024

- BL
 - Doors and casework are onsite
 - Roof top units are connected to electrical, gas lines being installed
 - Start up of RTU's next week
 - Light fixtures in phase 2, lights in west half of the building
 - Phases 4 and 5 being taped and mudded

- Ceiling grids are going in phases 2 and 3
- Painting in phase 3
- MB
 - Permanent Power is up and running
 - HVAC start up next week
 - Gym floor installation has started
 - Flooring to start on 1st floor, 2 rooms a day
 - Elevators are onsite
 - Lighting is continuing to be installed
 - N. retaining wall complete, work started on E. retaining wall
 - Kitchen equipment in next week
 - Plumbing fixtures are beginning to be installed
- SY
 - Tree removal on NW corner of the building to make room for handicap access

March 14, 2024

- BL
 - Electrical rough ins ongoing for RTU's curbs are mostly installed with a couple remaining until after final removal of old RTU's. Start ups on two new units next Monday. Crane back on site to demo remaining original RTU's
 - Low voltage installation taking place phase 1
 - Phases 4 and 5 drywall is progressing, 80% of drywall is installed with various stages of finishing and taping to be completed
 - Ceiling grids to start phase 1 on Tuesday
 - Water heater installation to begin next week
 - Tile installation is ongoing in each of the restrooms
 - Casework to begin arriving next week
- MB
 - Retaining wall work beginning for the East and North sides of the building
 - Hard lids are nearly finished in hallways and restrooms
 - Cloud framing is done in the media center, music room and cafeteria are next
 - Sound panel are painted and are being installed in the gym
 - Fitter are working on HVAC system
 - Permanent electrical is installed, waiting on OPPD to make it active
 - RR upstairs to be tiled and gridded by next Wednesday
 - Sprinkler line is near completion

March 7, 2024

- MB
 - Hard lid inspections done, some bathrooms can begin adding partitions
 - Finish electrical work is taking place on the main floor, lights installed in the gym.
 - End of next week will mark the majority of completion for drywall installation
 - Water heaters and softeners are tied in
 - Tile work is nearly complete in restroom areas
 - Exterior asbestos removal to start March 29
- BL
 - Permanent power is back on, switch gear is installed
 - Roughing in electrical and gas for RTU's
 - Drywall work completed phase 2, phase 3 is ongoing, phase 5 is next
 - Priming and painting taking place Phase 1 and Phase 2
 - Ceiling going up next week phase 1
 - Tile work taking place in restrooms
 - More concrete work to take place next week on east side of building.
- SY
 - Asbestos inspection #2 Friday and Monday.

February 29, 2024

- MB
 - Finishing restroom ceilings on the Academic wing
 - Electrical rough in continuing upper academic wing
 - Casework installation to start Monday
 - Permanent water is on to the building
 - Ceiling grid work is ongoing, clouds to be installed in Cafeteria/Media/Music
 - Network cabling and data rack installation is ongoing
 - Quarry tile in the kitchen area
- BL
 - Electrical rough ins phases 4 and 5 ongoing
 - Trenching in the sprinkler line this week
 - Exterior lighting is taking place
 - Drywall in phase 3 is being installed, phases 1 and 2 are being finished
 - Tile work starting next week in primary bathrooms

- Fire sprinkler work to be complete next week
- Phase 1 ready for paint
- SY/RMS
 - More pre-construction work is taking place, site logistics and scheduling

February 22, 2024

- MB
 - Most installed plumbing and electrical has passed rough in inspection, once inspections are passed, drywall is installed
 - Continuing to work on the retention pond, civil engineer is redesigning the grading and the slope
 - Most casework is delivered
 - Upper academic wing is being sheetrocked
 - Lighting and grid work is taking place on the first floor
 - Permanent power is installed
 - Partial store front is being installed on the main entrance.
- BL
 - As plumbing and electrical rough ins are completed and passed inspection, drywall work is following behind them. Phase 1 is complete, phases 2 and 3 are in the process of drywall install,
 - Concrete work is taking place along the perimeter of the building
 - Roof curb installs and RTU's change outs to take place this week\
 - Sprinkler work is nearly finished phases 3 and 4.
- RMS/SY
 - Continuing to plan for summer work, phasing plan is being finalized for fall RMS work
- KW
 - Pre Construction meeting was held for flooring installation, work to take place in June and July of 2024

February 8, 2024

- MB
 - Lower Academic wing passed plumbing and electrical inspections, drywall work to follow
 - Power pole is set and in place to feed permanent power to the school
 - Fire alarm and sprinkler system work is continuing
 - Ceiling grid to follow in painted rooms next week

- RR tile work is ongoing, kitchen tile work to begin next week
- Main entry storefront install starts next week
- BL
 - Concrete work outside of the building is beginning
 - Demo of exterior doors next week, new doors and glazier is onsite
 - Wednesday, drywall work begins
 - Roof curbs are here, plan to install RTU's depending on weather and crane availability
- SY/RMS
 - Staging/mobilization work is ongoing.
 - RMS GMP presented to BOE 2/12
- WW
 - Fire Marshal to do final inspection 2/12

February 2, 2024

- MB
 - Stairwells are closing up, elevator install to begin after inspection
 - Permanent Power to be installed within the next two weeks, then permanent HVAC can be commissioned
 - Drywall is progressing in the academic wing
 - Painting is taking place in the office and main hall, ceiling grid to follow
 - Tile work taking place in restrooms
 - New utility pole to be set next week
- BL
 - Glazier on site next week for exterior doors, interior glass
 - Framing complete in phases 1 and 2, phases 3 and 4 nearly complete
 - Underground work is complete
 - Drywall delivery, installation to begin in old Primary wing
 - Structural steel mostly installed, a couple more areas to add for roof top units
 - Fire Sprinkler mains are installed
- WW & ME
 - Finished on repair of Media Center desk (ME)
 - Last of backordered exterior lights to be installed next week, programming to follow (WW)
 - Sliding doors on order for office (WW)
- SY
 - Site plan and phasing for construction beginning to take shape

- RMS
 - GMP provided
 - Phasing plan discussed, shared with RMS Admin.

January 15, 2024

- MB
 - Framing inspection for 2nd floor next week, drywalling to follow
 - Temporary heat is installed and building is at a workable temperature
 - Duct work, plumbing, electrical work all progressing on schedule
 - Gym is painted, ceiling and walls
 - Tile work is starting in some sections
- BL
 - All major demo has been completed, some minor areas remain
 - Curbs for RTU's on 2/05, installation to follow
 - Underground plumbing is complete
 - Framing phases 2 and 3 progressing
- ME
 - Media Center desk repair
- WW
 - Exterior lights to be completed in 2 weeks, followed by programming
- SY
 - Sub Contracts are nearly filled
 - GMP on tonight's agenda
- KW
 - Prebid walkthrough on flooring 1/15
- RMS
 - Walkthrough 1/15

December 28, 2023

- MB
 - MUD working on bringing gas line from the street to the new building
 - Gym ceiling is primed
 - VAVs mostly installed
 - Wall insulation is being installed
 - Framing nearly complete academic wing upper and lower
 - Asbestos removal on old building to begin over spring break
- BL
 - Demolition ongoing, complete in phases 1-3
 - Duct work is being installed in several areas

- Front sidewalk has been replaced along MB drive
- Floor grinding is ongoing
- WW
 - Parking lot tarring to continue
 - Tile work ongoing around drinking fountains
 - Punch list items ongoing
- SY
 - Subcontractors are being notified and mobilization to begin
 - Westside has agreed to extend our lease at WCC

November 27, 2023

- MB
 - Insulation work continuing
 - Framing on main office and 1st floor of the academic wing nearing completion
 - Electrical inspections in the academic section
 - Boiler installation to begin
 - Storm sewer is connected and operational
 - HVAC main trunks are being run
 - Exterior windows are mostly installed
 - Roof top units may be up for initial startup within the month
 - Retention pond and stormwater runoff is near completion
 - Utility stub-ins have been extended to the building
- WW
 - Move in complete
 - Punch list work is ongoing
 - Flooring is nearing completion with waxing and some closets to be completed
- BL
 - Move is in progress
 - Job trailer is onsite
 - Asbestos work has started
- SY
 - Bid work is ongoing,
 - Mapping out timeline for project work this summer
- RHS
 - BA/SB field turf install is complete,
 - Punchlist work, including railing and electrical is ongoing

November 9, 2023

- MB
 - Insulation work continuing
 - Framing on main office and 1st floor of the academic wing taking place
 - Most exterior windows are installed
 - Retention pond and stormwater runoff is near completion
- WW
 - Sidewalk pours are complete as of 11/8
 - Final inspection for ceiling work is complete, padding is ongoing
 - RTU's start up has been completed
 - Sink and toilet installs are started
 - Lights are in almost all areas
 - COX has strung fiber and is working on having network capabilities to our building shortly
 - Access points are being installed,
 - Prime is on site working on cameras, door controls and security alarms
- BL
 - Shop drawings being finalized
- SY
 - Subcontractor walkthrough 11/3, strong interest, plan to be out for bid by Christmas

November 3, 2023

- MB
 - Insulation work continuing
 - Framing is taking place on main office area
 - Most exterior windows are installed
 - Retention pond and stormwater runoff is near completion
- WW
 - Sidewalk pours are ongoing, main entrance is complete
 - Ceiling padding to start next week
 - RTU's start up next week
 - Sink and toilet installs this week

- Lights are in most hallways, a few classrooms and cafeteria to pick up yet
- BL
 - Shop drawings being finalized
- SY
 - Subcontractor walkthrough 11/3, strong interest, plan to be out for bid by Christmas

October 16, 2023

- MB
 - - Main Entry – Exterior:
<https://api2.enscape3d.com/v3/view/4213c738-6de7-4d40-adf6-7734896feca0>
 - Main Office:
<https://api2.enscape3d.com/v3/view/7cfc1821-771e-40f7-91f7-439704db035d>
 - Main Entry – Interior:
<https://api2.enscape3d.com/v3/view/3ef4589b-24f5-4d25-ac9c-a76ad3cf0b59>
 - Cafeteria:
<https://api2.enscape3d.com/v3/view/cba1063a-bc96-425b-a051-ed5d974049c4>
 - Gymnasium:
<https://api2.enscape3d.com/v3/view/ab0b5eaa-88c0-4c66-a46f-3dee4362864a>
 - Media Center:
<https://api2.enscape3d.com/v3/view/6e90d288-fc6c-46e3-b71d-ff3c74ef7838>
 - Classroom:
<https://api2.enscape3d.com/v3/view/15b21acc-6a13-41f9-807b-1dd02454f4a5>
 - Music Room:
<https://api2.enscape3d.com/v3/view/81df8eb7-064c-45c1-8e2e-c3f3d4facc3f>
 - Setting window frames, glass to follow
 - Exterior paint is progressing and will be done prior to Nov. 10
 - Framing is starting for the main floor
 - Building the retention pond for roof drainage next week
 - Air will be craned in next week
- BL
 - Precon ongoing,
 - Filling dumpsters
 - Construction trailer to move soon
- WW
 - Driveway is complete, sidewalks to be formed next week
 - Crane to set RTU's on Friday
 - Drywall is mostly hung, all classrooms complete,
 - Classroom technology is starting to be installed
 - Fire alarms and emergency lighting is being installed

- Ceiling grid is complete in 75% of classrooms, hallways
- Interior glass and door frames to be completed this week
- 75% of casework is onsite, 2nd delivery in 2-3 weeks

October 9, 2023

- BL
 - Site logistics continuing, electrician onsite for switch gear placement
 - Asbestos report returned, along with abatement bid, favorable bid number
- WW
 - Pavement work is continuing, forming up a pour Wednesday
 - Ceiling grid and lighting install continues on
 - Roof top units are being installed, startups 10/20
 - Office area near completed for framing and drywall work
 - LVT being installed in the 4th-6th grade areas
- MB
 - Several more subcontractors on site, electrical, roofing, plumbing, iron workers, concrete workers and masons are all working. Glaziers are to follow once painting is complete
 - 2nd floor is poured
 - Receiving area walls are complete
 - Roofing of academic wing is continuing
 - Topping out ceremony 10/11
- SY
 - Design phase is nearing completion working on alternatives to opaque glass around the perimeter
 - Initial building permit has been approved
- RMS
 - Design phase ongoing
 - Heat Pump replacement is ongoing

September 21, 2023

- ME
 - Punch list items nearly complete, building is nearly complete, waiting on a countertop and a couple of built in teacher desks
- BL
 - Working on site logistics and impending move, dates reserved for move over Thanksgiving, Nov. 21, 22 and 25
 - Building Permit approved
 - Asbestos report and bids due next week
- WW
 - Pavement tearout is continuing on the East half of the drive
 - Ceiling grid and lights and some flooring installed in old primary wing
 - Remaining roof top units are on track for end of September
 - New RR are being tiled both floor and walls
 - Framing is nearing completion in several areas
- MB
 - Several more subcontractors on site, electrical, roofing, plumbing, iron workers, concrete workers and masons are all working. Glaziers are to follow once painting is complete
 - Topping out ceremony? Interest from the BOE
 - Asbestos bids are due next week

September 11, 2023

- ME
 - Punch list items nearly complete, building is nearly complete, waiting on a countertop and a couple of built in teacher desks
- BL
 - Working on site logistics and impending move, dates reserved for move over Thanksgiving, Nov. 21, 22 and 25
 - Building Permit approved
- WW
 - Patching in parking lot and main stair commencing
 - Curbs for the rooftop units are being set this week
 - Ceiling grid install is progressing, painting is complete in the former primary wing
 - Rough in's complete in almost all RR
 - Preparing to shift from old Electrical gear to new wiring next week
 - Window replacement is starting

- MB
 - Tie in's for the walls and decking is complete for $\frac{2}{3}$ of the building, work to finish above the tornado shelter.
 - Gym and music room roof is complete,
 - Beginning to form up the 2nd floor for pouring
 - Asbestos contractors on site last week, preparing a plan for safe demo of the building this summer.
 - Paint has been applied on a test panel.
- RHS
 - Softball field and main building is up and operational.
 - Lighting programming is nearing completion,
 - Work to pick upon the baseball side over the next month and a half.

August 31, 2023

- ME
 - Punch list items are being completed
- MB
 - Continued work on trusses, decking and roofing taking place, gym is nearly complete
 - Sample panels are painted to show color schemes
 - Asbestos testing of the old building is ongoing
 - Temp. Electrical is being installed in the lower section, along with some conduit in the gym
 - Retaining wall on West side of the building will start next two weeks
- WW
 - Driveway demo phase II to begin next week
 - Inspections for plumbing, electrical, insulation and framing are all ongoing and have been passed to date.
 - Lighting installs and panel work ongoing
 - Framing is nearly up to the gym/cafeteria area
 - Ceiling grid install is starting in the old primary area
 - Painting and some tile work is happening in the primary area
- BL
 - Beginning the plan for mobilization and site planning (trailer location)

August 17, 2023

- ME

- Move in is complete, security, fire and alarm system are all functioning
- KW
 - Fire, intruder and camera systems are all functioning
 - A few heat pumps are left to replace
 - Parking lot work is complete
- MB
 - 2nd story work is taking place
 - Roof work commencing on parts of the building
 - Nearly all poured walls are complete
 - Roof decking work is progressing
 - Asbestos inspection is continuing
- WW
 - Inspections have all cleared so far for electrical, plumbing and framing
 - Two new roof top units have arrived for HVAC
 - Electrical work is progressing,
 - Drywall work is taking place in the East half of the building
 - Potential completion as early as 10/31
- BL
 - Contracts mostly returned, off hour inspections of the building are taking place
- RHS
 - Turf is installed on the softball side,
 - Building is complete
 - Lights, scoreboard are both operable
 - Opening ceremony Sept 5
- SY and RMS
 - Work continuing on design and Preconstruction work.
 - Some demo may take place on off hours prior to summer of 2024.

August 3, 2023

- ME
 - Move complete, buttoning up punch list
 - Gym to be painted,
 - Network uplink ongoing
 - Parking lot complete
 - Exterior lights finished

- KW
 - On to punch list items
 - Some minor network cabling to complete, network is being linked, AP's on Monday
 - Gym lights are complete
- MB
 - More walls are poured and erected, should be finished with walls in the next month.
 - Hollow core for tornado shelter to be delivered, floor poured in the next two weeks
 - Decking has been installed on a good part of the N. end of the building, roofers to begin two weeks
- WW
 - Pouring driveway on 8/3. Should be ready by 8/10
 - Duct work is nearly complete
 - Electrical and flooring demo nearly complete
 - Underground plumbing is almost done.
- BL
 - Contracts are ready for submission from subcontractors.
- RHS
 - Building work is near complete
 - Lighting should be ready to go very soon
 - Turf to be delivered once it stops raining
 - Ongoing sidewalk and grading work
- SY and RMS
 - Precon meeting on 8/10 to establish scope of projects
 - HVAC at RMS is concluding for the summer, work remaining will be completed at off times during the school year. Wrap up by Christmas

July 22, 2023

- Meadows
 - Work continuing on interior finishes
 - Hallway tile
 - Boxlights
 - Lighting
 - Ceiling pads
 - Painting

- Driveway pour is complete, parking lot work continuing
- Move in set for July 24-26
- Onsite tour for Meadows staff on 7/21
- WW
 - Demolition near complete
 - West half of driveway to be demoed and repoured before August 10
- MB
 - More walls have been erected,
 - Utility work complete, 93rd N. bound is reopened. Two pours left on S. bound 93rd
- KW
 - HVAC units are mostly up and running,
 - Custodians have been onsite this week working on cleaning classrooms
 - Fire sprinkler system nearly complete
 - Work continuing on repouring front drive and exit from the parking lot
- RMS
 - HVAC units are in varying degrees of installation and completion. Much work needs to be done to get the building up to 100% climate controlled by 8/10, several crews including plumbers, electricians and tanners are on site working on installation,
 - Building is currently comfortable, and gets somewhat more cool with each new unit installed.
- RHS
 - Softball field turf is due to be installed in August.
 - Back driveway has been mostly poured, more work to come on the approach and the parking stalls
 - Field should be accessible for play, but the surrounding areas around the RR/Concession stand/Pressbox may not be ready for opening, this
 - may require the season starting at Crown/Wager until the site is safe enough for players and fans.
- Misc
 - CM@R selection process should be completed by 7/24, finalists are Weitz and Boyd Jones
 - 2nd Tranche of bonds are sold, we came out pretty good as there was a bidding war on some of our bonds. Interest rates are higher, but are much lower than we estimated at the outset of the project.

July 10, 2023

- Meadows
 - Work continuing on interior finishes
 - Hallway tile
 - Boxlights
 - Lighting
 - Ceiling pads
 - Painting
 - Driveway to be poured this week
 - Move dates set for July 24-26
 - Bay Meadows project is complete
- WW
 - Demolition is moving along well, some framing is to start this week
 - A good portion of new duct work is already in place.
 -
- MB
 - New walls have been poured and erected, next set of walls are being framed and should be ready for lifting in 2 weeks
- KW
 - Multiple meetings with contractors, more electricians on site,
 - HVAC to begin turning on units on July 14.
 - Fire line nearly complete
 - Painting to be completed by next week
 - Custodians to begin the process of cleaning the building starting July 19
- RMS
 - 20 new heat pumps are installed, another 23 console units are up and running.
 - Trying to have a total of 93 units installed at RMS prior to school opening.
 - Upstairs at RMS may run on the old units to start school.

June 19, 2023

- Meadows
 - Driveway work is progressing, demo and grading near complete
 - Most drywall work is complete, most priming of walls is ongoing, some rooms have received first coat of paint
 - Ceiling grids are in various stages of completion, some flooring has taken been installed

- After July 4, some Boxlights will begin to be installed
- Lighting complete in some rooms
- Additional concrete tear out and replace to be added to the scope of work
- Preliminary date for movers has been established for July 24-26.
- WW
 - Gas and water shut off, electrical has been made safe
 - VAV's are installed in the primary wing
 - Saw cuts for new sewer lines are scheduled for next week
 - West half of driveway to be replaced by 8/10
 - Meeting w/ First Student on WW transportation plan
 -
- MB
 - Utility work is continuing underground, some locations will be repoured soon
 - East side walls to be poured over the next two weeks, bricks are being installed
 - Floor is completely poured on the academic wing,
 - South gym walls are also to be poured.
 - Beginning to work on logistics of old building demolition
- KW
 - Timeline is tracking for drywall and ceiling completion,
 - HVAC is a concern at this time, meeting held 6/20
 - Front driveway loop is being replaced
 - Roofing project to conclude in the next week
 - Additional concrete replacement to be added to scope of work
- RHS
 - Building is in the punch list phase,
 - Grading and rock continues to be installed
 - Dugouts are poured for both fields
 - Scoreboards have been installed
- BL
 - GMP has been approved, subcontractors are being scheduled for the project
- RMS
 - HVAC work continuing, meeting w/ contractor 6/20
- Bay Meadows
 - Work began Friday 6/16, to be completed 6/23

May 22, 2023

- Met w/ Scott Keene, updated 2nd bond resolution
- Met w/ KW roof contractor McKinnis roofing, project to start 2nd week of June
- BB/SB project update, concession stand is near completion, driveway tearout is beginning
- Finalizing BL plan for bid submission
- Met w/ CM@R candidate(s) regarding scope of phase 2
- Technology demo meeting at KW
- WW to move 5/23-5/25

May 5, 2023

- Bid walkthrough at Blumfield, over 40 subcontractors attended
- Preconstruction meeting held for KW w/ contractor and HVAC
- CM@R documents prepared for BOE meeting
- Bond Draw #2 discussion scheduled w/ Piper
- Cooling tower is online and running at RMS!

April 24, 2023

- Meadows Elementary is settled in at WCC, two weeks under their belt at this point. More than 25% of their time at WCC is complete.
- Mover for WW has been identified, school to end a few days early to facilitate WW packing and preparation for the move.
- Finalizing Blumfield plan, structural HVAC engineering work is ongoing
- BB/SB on site inspection, tour of new building has been conducted, floor is poured, connection to storm sewer for field run off has been made.
- Architect/attorney meeting by phone, preparing for potential CM@R contract for last rounds of construction, (BOE discussion upcoming)
- Staff meeting with contractor and staff at KW regarding the upcoming renovation project
- Cooling tower at RMS has been installed, work is ongoing and should have A/C restored prior to May 1.

April 3, 2023

- Meadows is substantially moved, needed items in place at WCC, rest of materials are either in the gym or in storage. Remainder to be moved in the next two weeks

- Asbestos removal and demolition are underway, initial plumbing and electrical work have commenced.
- Meeting with KW contractor and subs regarding electrical and fire suppression
- BA/SB concession stand framing is near complete, building will be weathered in by mid-April
- Dirt work to take place at the fields starting next week
- Pouring of walls continues at MB, crane is scheduled for wall erection in the next two weeks
- Blumfield page turn

March 20, 2023

- Met at Meadows w/ contractor and moving company to solidify moving plan for April 1
- Meeting on Meadows transportation plan 3/21
- BB/SB field meeting, timelines are beginning to take shape for field completion, underground utility work has started.
- OAC meeting for MB/ME/WW/BL plans
- KW preconstruction meeting held with general contractor, electrician and painting subcontractors.
- Met w/ Seymour staff to outline construction timeline for summer 2024

March 6, 2023

- Bid awarded to Midwest DCM
- Blumfield plan presented to teaching staff
- Construction plan presented to RMS teaching staff
- Meadows Library book move plan
- BB/SB field construction meeting, masonry work is nearly complete on the concession stand
- Bay Meadows project shared with Mrs. Telecky, she is reviewing our Hold Harmless agreement

February 20, 2023

- Bid opening for KW completed 2/17
- Architects currently working on Blumfield plans
- Tour for BOE members at WCC
- First BB/SB building OAC meeting, progressing on building block walls

- Camera bid for KW and WW in progress

February 6, 2023

- Continued work at MB to dry out/thaw out ground for lower level pour, lower level to be complete by Wednesday
- Light bases and light pole installation occurring at RHS
- KW pre-bid walkthrough on Tuesday
- BL initial plans are available
- Meadows, continuing to prepare for move in April. Boxes are on site, staff is slowly packing, additional dumpster to be on site
- Met on HVAC control system for WW
- WW GMP completed
- Meeting held on RHS HVAC project
- Bid opening for cameras completed, Prime is lowest bidder
- KW page turn completed
- Presentation to KW staff on building project
- Met on Bay Meadows Park project with engineer and contractor
- Shared Blumfield initial plan with Principal
- Met on dugout change order for RHS
- Meeting w/ Scott Keene on bonds
- Flythrough for WW will be ready this week
-

January 17, 2023

- Continued work at MB to dry out/thaw out ground for lower level pour
- HVAC work continues at KW and RMS, control systems
- Cooling tower demolition completed RMS, work continues in boiler room
- Lower gym unit now repaired and online.
- Pre-bid meeting at WW, very well attended, bids have been submitted and are being tabulated, GMP review 1/23 and 1/26
- Meadows security camera bid opening 1/23
- KW page turn meeting 1/23

January 9, 2022

- Footings poured at BA/SB field complex
- Boxes delivered for packing at Meadows
- Camera installation Invitation to Bid is open
- KCAV toured KW for classroom tech. Bid

- HVAC Controls walkthrough at RMS and KW
- HVAC Controls installation began 12/28
- RHS Controls walkthrough
- WW pre-bid walkthrough
- Asbestos removal bids received Meadows
- KCAV to present to cabinet

December 12, 2022

- Building pad has been compacted and passed engineering standards for BA/SB fields
- Page turn meeting for WW
- Concrete poured at MB, 1/2 of slab for academic wing has been completed
- Flooring slab for lower level to be poured week of 12/19
- WW walkthrough complete for doors and hardware
- Meadows staff toured WCC
- Contacted moving company for Meadows move
- KW walkthrough w/ electrical engineer
- Bid recommendation for Meadows classroom tech.

November 21, 2022

- Continued dirt work at RHS,
- Office staff tour of WCC
- Bids collected on classroom technology
- Work scheduled to begin Nov 30th on KW cooling tower refurbishment
- Contract for BA/SB field work completed

November 14, 2022

- BA/SB field work is progressing, trailer and staging areas identified
- Security camera/door access meeting
- Field trip for 1st graders
- HVAC controls RMS/KW, phase 1 to be completed Nov. 21
- KW foundation repair project completed
- Meadows GMP
- Moving company identified Two Men and a Truck
- Beginning KW design process

October 31, 2022

- Demolition and excavation work continuing at RHS, work trailer areas and staging areas have been identified
- Project coordination meeting between Nemaha Cons. and Construct Inc.
- Met w/ security camera and door access vendor to solicit budgeting numbers
- Conducted field trip for 1st grade MB students of the Weitz construction trailer
- Received bid numbers for Meadows Elementary
- HVAC tech meeting for RMS/KW projects
- KW foundation project near completion

October 17, 2022

- Demolition and excavation work started on Baseball/Softball field project,
- Pre-construction meeting held on BA/SB fields, subcontractors for field work, electrical, utilities and earth work have all been identified.
- Food service staff toured WCC, Douglas County Health inspector also attended
- Continued addendums to BA/SB contract, attorneys for both sides are in review
- Initial Meadows bids are nearly complete and should be available by the BOE meeting on November 14.
- Demonstration of HVAC control units set
- Meeting w/ WW Principal and Architect to review input from WW presentation

October 3, 2022

- BCDM presented draft plan for WW, input gathered from staff
- Construction meeting held, GMP timeline for Meadows set, Nov. 14
- Logistics regarding Meadows/WW move
- Switch gear and HVAC bids to be separated out for supply chain issues
- MB timeline update, 2 weeks behind schedule
- KW foundation contractor secured, scheduled for 10/26
- Toured WCC w/ kitchen staff and Health inspector
- Set a meeting for HVAC controls demo through Alvine Engineering

September 26, 2022

- Met w/ First Student to outline transportation plan for Meadows transition
- Building and Grounds subcommittee meeting, outlined finishes for Meadows
- Presented finishes to Meadows staff, solicited input

September 19, 2022

- Swing Site visit
- Continued progress on portions of RMS HVAC Project, delays still on some components to make the system fully functional
- Received 2nd bid on KW foundation project
- Met w/ Facility Advocates to consider fall work in RMS boiler room
- Rebar on site at MB, foundation footings to be excavated and poured.

September 5, 2022

- Conducted initial presentation of Meadows GMP w/ Weitz and BCDM
- Page Turn for Meadows completed
- Met w/ Civil Engineer and Nemaha Construction to Value Engineer existing BA/SB bid
- HVAC controls meeting w/ Alvine Engineering and Facility Advocates
- Rebar plans to be approved and delivered to MB this week,
- 2nd contractor contacted for KW foundation project.

August 29, 2022

- Interior design for Meadows presented
- Bid opening BA/SB field
- Rebar design package finalized
- Visited WCC
- Secured insurance certificate and reviewed contract for WCC
- Discussed timeline on HVAC at RMS
- Setting control system meeting w/ mechanical engineer

August 22, 2022

- Presented initial building plans to BL staff

August 15, 2022

- Geopier installation finished
- Pre-bid walkthrough for BA/SB fields

- Toured alternate placement site at Westside Community Center
- Presented initial building plan to WW staff
- BA/SB field bid opening moved to 8/30
- Drawings for Meadows to be complete by 9/19
- Footing work at MB to begin 9/12
- Rebar plans 9/5 due for MB

August 8, 2022

- Geopier installation to begin this week
- Bidding is open for BA/SB fields
- Temp. fix at RMS is complete and running
- Meeting on Meadows Park drainage issue
- Bid received for KW foundation repair work, soliciting 2nd bid
- Finalized contract for phase 2 GMP at MB
- Finalized contract for HVAC at RMS/KW phase 2

August 1, 2022

- Geopier installation to begin next week
- Page turn on BB/SB fields
- KW foundation work, subcontractor contacted, engineer contacted
- Bids for RMS/KW HVAC to BOE for approval
- Met w/ subcontractor on MB cameras and door access
- Contacted contractor on temp. fix to RMS HVAC issues.
- Bidding period to open on BA/SB fields 8/4

July 18, 2022

- Excavation work near completion MB
- Met w/ Weitz/BCDM on subcontractor bids for MB construction, near finalization and GMP
- MB virtual walkthrough uploaded
- Construction meeting, advancing Meadows design
- HVAC bids collected 7/21 for KW and RMS

July 5, 2022

- Excavation work on MB in progress, footings work to begin soon
- Security fencing installed
- Bids due July 21st for RMS/KW

- Weitz gathering subcontractor bids for MB GMP
- Proposal for electrical engineering work on BB/SB fields received
- Proposal for 3rd party testing from Thiele on MB project
- Continued refinement of the BB/SB field project and Meadows Elementary

June 27, 2022

- Excavation work on MB in progress
- More tree removal at MB
- Civil engineer work submitted on Bay Meadows drainage issue
- Bidding is open on Phase 2 RMS/KW HVAC project, close July 21st

June 20, 2022

- Work begins MB site
- Virtual tour of MB conducted at BCDM
- Pre-bid meeting #2 for RMS/KW HVAC Phase 2
- Grease interceptor bids received

June 13, 2022

- Received initial quote KCAV
- Builder's Risk Insurance for MB site procured
- Set up temporary office space for Weitz job
- Pre-bid walkthrough meeting RMS/KW HVAC Phase 2

June 6, 2022

- Technology presentation, Promethean Boards
- Secured quotes for Builder's Risk Insurance for MB project
- Technology design follow up for MB 6/3 BCDM
- Received approval for storm water permit from City of Omaha

May 23, 2022

- BOE action item phase 1 MB plan
- Final run through MB design plans BCDM 5/27

May 16, 2022

- Construction meeting, finalized bids for dirt work
- Met w/ KSB regarding finalizing Phase 1 MB contract
- Plans for review w/ BCDM and Weitz

May 9, 2022

- Met w/ BCDM on door hardware and security for MB
- Contacted Prime for initial placement/estimate for camera system at MB
- Tech meeting w/ KCAV and RPS
- Reviewed final designs for RMS/KW HVAC systems

May 2, 2022

- Meadows initial Budget meeting 5/4
- Shared pictures of tilt up construction from Shadow Lake

April 25, 2022

- Construction meeting held 4/28
- BB/SB meeting 4/28
- Toured Wysong Elementary in Lincoln for use of sound/alarms/intercom systems

April 18, 2022

- Finalized Tilt up construction model and keeping daycare at RHS
- HVAC engineers did a final walk through at RMS and KW, plans to follow.
- Contract signed for Phase 1 RMS HVAC

April 11, 2022

- Meeting w/ Weitz/BCDM/OPPD regarding energy supply to new MB
- Construction meeting, continued to adjust MB plan to fit budget.

April 4, 2022

- Contract approved for Phase 1 RMS HVAC
- Met w/ OPPD and Weitz regarding MB power supply
- 2nd round cuts to MB plan
- Met w/ engineer on KW cooling tower refurbishment
- Met w/ AES controls on control systems for HVAC all buildings

March 28, 2022

- Bid opening for Phase 1 RMS HVAC
- Construction meeting BCDM/ Weitz
- 1st round of cuts to MB plan
- Planning trip to Lincoln to check Audio Enhancements - April 20th

March 21, 2022

- Trees removed from MB
- Bids collected for phase 1 RMS HVAC 3/23
- BB/SB field meeting 3/23

March 14, 2022

- Sub contractor to begin tree removal at MB 3/15
- Site visit for interested parties for phase 1 RMS HVAC project, bids due 3/23/22
- Presented contract w/ Weitz at BOE meeting 3/14
- Passed County Zoning Board waiver for height of MB and signage
- Presented Meadows building plan to staff for feedback
- Construction meeting to further MB plans and plans for grading/earth removal. End of April to break ground

March 7, 2022

- Ball Field meeting
- MB site visit w/ Weitz
- Planning for tree removal, construction trailers and construction parking
- Offer of 3.75% accepted by Weitz Construction, contract to be presented to the BOE

February 28, 2022

- Met w/ BCDM and Weitz construction, discussed finalizing the plan for MB and GMP
- Counteroffer sent to Weitz at 3.75%, contract language is almost in full agreement
- Zoning Board meeting scheduled for March 10
- [LINK](#) to Tech recommendations
- Next Softball/Baseball Complex Design Meeting set for March 4th

February 21, 2022

- Met w/ BCDM and Judy Kyle on kitchen design and layout
- Met w/ BCDM and Weitz regarding lighting, networking and technology at new MB
- Met w/ Student Services to determine which rooms may require special lighting
- Sent final version of contract to Weitz via KSB Law
- [Link](#) to Boxlight Evaluations

February 14, 2022

- Met w/ BCDM and Weitz, reviewed updated plans for MB, ME, BL and WW
- Finalized plans for QCPUF refund w/ Gilmore Bell, to be proposed for action at BOE meeting 2/14
- Met w/ Rick and a rep. from SysCool regarding cooling tower options at RMS and KW
- Meeting w/ our attorney regarding ongoing negotiations w/ Weitz
- Shared input from Meadows regarding design changes
- Met with Lamp/Rynearson on initial planning for the Softball and Baseball fields

February 7, 2022

- Met w/ BCDM and Weitz, reviewed updated plans for MB, ME, BL and WW
- Electronic plans were shared for ME, BL and WW, plans currently under review
- ME plans shared w/ building principal
- Reviewed soil report regarding MB building site
- Reviewed changes to contract language suggested by Weitz
- Shared cost estimates for all four projects w/ Weitz
- Met w/ RDH regarding RMS/KW plans for HVAC projects

January 27, 2022

- CM@R firms ranked Weitz #1, Boyd Jones #2
- Process of adjusting CM@R contract to meet RPS requirements
- Jan. 25th met w/ Coady Pruett, attorney and Pat Carson, architect to finish initial contract offering to Weitz
- Jan. 14, met w/ Judy Kyle and Pat Carson to review design of kitchen at MB and Meadows

January 10, 2022

- Jan. 10, top 2 CM@R's to present to the BOE for review and rank, then negotiations on fee begin w/ CM@R, attorney and district admin.
- Jan. 6th meeting with City of Omaha Planning Board to discuss MB project and need for applications for special permissions
- Jan. 5, met w/ City of Ralston on ballfield plan
- In-person presentations/interviews were conducted Jan. 4th with top 2 CM@R's identified for BOE presentation
- CM@R Selection Committee met and discussed candidates Dec. 30, top 4 were identified for in-person interview
- Dec. 30th bond were closed, funds transferred to NLAF, \$500,000 transferred to special building fund
- Met w/ KCAV Dec. 30th on classroom tech.
- Dec. 28 met w/ Bond Counsel and Bond Advisor to finalize sale of bond and receipt of proceeds
- Final two elementary buildings are evaluating the boxlight. All evaluations will be complete by 1/18.

December 20th

- Collection of bid proposals from interested CM@R contract Dec 22
- Instructions for selection committee Dec. 22
- Ranking committee to meet and discuss Dec. 30
- Boards moved to ME/WW - demoed through 1/18 - boards will stay at ME/WW thru 2/4

December 13th

- Meeting w/ MB staff on building design December 17th
- Meeting w/ district Media Specialists regarding design at MB Dec. 17th

- Boards are being demoed through the 12/21 at RHS, RMS, MB, & KW

December 6th

- Met w/ Architect, further development of MB plan,
- Meeting w/Lamp Rynearson regarding BB/SB fields December 9th
- Boards are being demoed through the 12/8 at RHS, RMS, BL, & SY
- Bonds go to market this week
- Conducted tours with interested bidders of BL, ME, and WW Dec. 10
- Finished scoring rubric for CM@R rating process

November 29th

- Ran advertisements T,R& F w/ newspaper
- Finalized plan for initial bond offering w/ Piper
- Approved contract for RDH KW/RMS mechanical design
- Boxlights delivered, will distribute this week with training happening next week (12/1 & 12/2)
-

November 22nd

- Met w/ BCDM on Mockingbird design
- Prepared advertisement for CM@R
- Still waiting on delivery of Box Lights (3) to get cycled through our buildings.
- Bond rating meeting w/ Standard & Poor's
- Met w/ salesperson from Audio Enhancement
-

November 15th

- Met w/ Public Trust advisors liquid asset fund
- Met on Ball fields w/Lamp/Rynearson/BCDM
- Met w/ Alvines on HVAC control systems
- Met w/ School Specialty on camera systems
- Met w/MCL Construction
- Met w/ Boyd Jones CM@R

November 8th

- Bond advisor attending BOE meeting 11/8, will recommend refinance and first traunch.

- Met w/ mechanical engineer, walkthrough at KW and RMS
- Met w/ architect and Tiny/Little Rams staff on MB plan
- Met w/architect on needs at new MB kitchen
- Survey work is ongoing at MB
- Technology
 - Training last week for RHS/Admin training on Tuesday(11/9)
 - Additional boards (3) and carts should be in by 11/13
 - Set up meeting with Audio Enhancement for 11/17/2021 at 5:30 PM
-

October 28, 2021

Since the Bond Passed...

- Bond advisor first set of bonds going to market soon.
- Master calendar and seasons to take the projects on
- Development for HVAC plans at RMS & KW
- Met w/ architects and mechanical engineers on MB facility design
- Met with electrical engineers on lighting options
- Began discussions of what we want intercoms, alarms, and camera systems to look like
- Multiple tours of different buildings in different districts re: facilities, layouts, technology
- CM@R for MB, BL, ME, WW, finalizing RFP, advertisements are coming soon.
- Decided to merge the 4 schools above together because they are contingent on one another
- Board passed a resolution, will need to identify 1 more member to complete the team for hiring
- Working with KSB to create the RFP to go out
- Survey work started on MB
- Technology
 - Board in district that are training on w/ 6 staff members
 - Connecting with others who have passed the bond re: technology components
 - Met with KCAV to talk security, boards, audio (the Boxlight company and microphone/intercom system)
 - Met with the engineers that are working on the project
 - Communicated with principals which staff we are looking to have help us try out the machines, waiting for devices to arrive, then planning to communicate with staff requesting pilot

Special Building Fund Expenditure Tracker

As of 03/08/2024

Building	FY 24	FY 23	FY 22	Total to Date	Budgeted	Variance to date
163 BL	\$ 3,907,237	\$ 473,126	\$ 253,411	\$ 4,633,774	\$ 9,582,464	\$ 4,948,690
164 KW	\$ 524,406	\$ 1,556,682		\$ 2,081,088	\$ 2,836,267	\$ 755,179
166 ME	\$ 750,526	\$ 5,738,202	\$ 89,636	\$ 6,578,364	\$ 6,899,195	\$ 320,831
167 MB	\$ 8,028,078	\$ 10,397,409	\$ 1,078,804	\$ 19,504,291	\$ 24,916,803	\$ 5,412,512
168 SY	\$ 261,972	\$ 43,443		\$ 305,415	\$ 3,569,961	\$ 3,264,546
169 WW	\$ 3,939,301	\$ 2,637,355	\$ 44,431	\$ 6,621,087	\$ 6,559,752	\$ (61,335)
260 RMS	\$ 304,715	\$ 73,217		\$ 377,932	\$ 6,706,296	\$ 6,328,364
360 RHS	\$ 2,128,473	\$ 3,391,996	\$ 12,029	\$ 5,532,498	\$ 22,231,322	\$ 16,698,824
800 DW	\$ 248,800	\$ 3,801,433	\$ 797,939	\$ 4,848,172	\$ 4,862,940	\$ 14,769
				\$ -		\$ -
Totals	\$ 20,093,508	\$ 28,112,863	\$ 2,276,250	\$ 50,482,621	\$ 88,165,000	\$ 37,682,380
					\$ 1,762,941	
					\$ 20,468,381	

Special Building Fund Expenditure Tracker

As of 05/10/2024

Building	FY 24	FY 23	FY 22	Total to Date	Budgeted	Variance to date	Anticipated final variance
163 BL	\$ 7,022,712	\$ 473,126	\$ 253,411	\$ 7,749,249	\$ 9,582,464	\$ 1,833,215	\$ 250,000
164 KW	\$ 524,543	\$ 1,556,682		\$ 2,081,225	\$ 2,836,267	\$ 755,042	\$ 245,000
166 ME	\$ 750,526	\$ 5,738,202	\$ 89,636	\$ 6,578,364	\$ 6,899,195	\$ 320,831	\$ 320,000
167 MB	\$ 10,040,510	\$ 10,397,409	\$ 1,078,804	\$ 21,516,723	\$ 24,916,803	\$ 3,400,080	\$ (1,762,941)
168 SY	\$ 630,954	\$ 43,443		\$ 674,397	\$ 3,569,961	\$ 2,895,564	\$ (852,551)
169 WW	\$ 3,939,636	\$ 2,637,355	\$ 44,431	\$ 6,621,422	\$ 6,559,752	\$ (61,670)	\$ (61,000)
260 RMS	\$ 435,972	\$ 73,217		\$ 509,189	\$ 6,706,296	\$ 6,197,107	\$ 250,000
360 RHS	\$ 2,359,853	\$ 3,391,996	\$ 12,029	\$ 5,763,878	\$ 22,231,322	\$ 16,467,444	\$ -
800 DW	\$ 248,800	\$ 3,801,433	\$ 797,939	\$ 4,848,172	\$ 4,862,940	\$ 14,769	\$ -
				\$ -		\$ -	
Totals	\$ 25,953,506	\$ 28,112,863	\$ 2,276,250	\$ 56,342,619	\$ 88,165,000	\$ 31,822,382	\$ (1,611,492)

MB \$ 1,762,941

96150130

Blumfield Elementary

May, 2024

School Improvement Goals:

Our overall Reading proficiency average will continuously show growth toward meet or exceed state averages based on Spring NSCAS 2024.

Our goal is to reduce the number of chronically absent students below 30 and to improve our average daily attendance to 96% for the 23-24 school year.



Reading Goal:

Our overall Reading proficiency average will continuously show growth toward meet or exceed state averages based on Spring NSCAS 2024.



Data Points BOY

- NSCAS Spring 2023
 - 25% on-track,
 - 10% college/career ready
 - 35.6% Total Proficient
- Fastbridge Data August 2023
 - 0-19.99%ile - 34%
 - 20-29.99%ile - 18%
 - 30-84.99%ile - 39%
 - 85-100%ile - 10%



NSCAS data on this presentation does not include Alt. Assessments

Action Steps

1) New PLC Plan. It will allow increased conversations with all relevant interventionists at the table. Before we had interventionists paired with grades. Now our interventionists will act as a problem solving team with the grade level teachers.

2) Give all certified staff training on NSCAS/data/standards/goal setting and following through at PLCs

3) Continuing our work on implementation of CKLA

4) Goal Setting 3-6 program will begin implementation.



Data Points at Semester

- NSCAS Winter 2023
 - 28.1% on-track,
 - 11.1% college/career ready
 - 39.2% Total Proficient
- Fastbridge Data
 - 0-19.99%ile - 33% down from 34%
 - 20-29.99%ile - 13% down from 18%
 - 30-84.99%ile - 43% up from 39%
 - 85-100%ile - 11% up from 10%



Data Points Today

Fastbridge - Currently Testing

- NSCAS Spring 2024
 - 33% on-track +8% from '23
 - 14% college/career ready +4% from '23
 - 47% Total Proficient +12% from '23
- Peer Groups
 - 4th
 - 33.3% proficiency in '23
 - 37.1% proficiency in '24
 - 5th
 - 42.5% proficiency in '23
 - 46.8% proficiency in '24
 - 6th
 - 38.1% proficiency in '23
 - 41.9 % proficiency in '24
- 3rd grade first time test taking
 - 63.1% proficiency in '24



Updated Action Steps

1) Continue to refine PLC plan. With new 6th grade schedule, PLC time will be on a set day during each week. PLCs will be based around co-teaching and co-planning and the MTSS process. We will continue to refine our MTSS process and data tracking protocols.

2) Winter - Give all certified staff training on NSCAS/data/standards/goal setting and following through at PLCs

Spring - Intentional conversations around standards and goals will continue so we can build teacher's depth of knowledge on standards.

3) Continued from Winter - Continuing our work on implementation of CKLA

4) Winter - Goal Setting 3-6 program will begin implementation.

Spring - We will continue to build on ways to celebrate student learning based around our assessments. Continue to add opportunities for recognition.

5) New Step - We are beginning planning to ability group in our core subjects for tier 1. We are currently building next year's schedule to maximize push-in co-teaching opportunities to make tier 1 instruction more accessible to all students. In our upcoming PLCs for next year, we will be on a 6 week cycle:

Week 1: Collaborative Planning for tier 1

Week 2: Reading MTSS

Week 3: Collaborative Planning for tier 1

Week 4: Math MTSS

Week 5: Collaborative Planning for tier 1

Week 6: Behavior MTSS



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

- Increased push-in has helped increase meaningful access to tier 1 for all students. Our two challenges have been:
 - Scheduling push-in times in many classes with limited interventionists
 - Finding time to collaboratively plan to make this time as meaningful as possible.
- We are addressing this by:
 - Creating next year's schedule collaboratively to maximize interventionist time in classrooms
 - Creating/adjusting structures of our PLC time to systematically plan to meet our students' needs



NSCAS Trend Data

Building Wide Data										
	Year	# Tested	Developing	%	On-Track	%	CCR	%	% On-Track + CCR	
Blumfield 21-22		186	135	72.58%	37	19.89%	14	7.53%	51	27.42%
Blumfield 22-23		174	112	64.37%	44	25.29%	18	10.34%	62	35.63%
Blumfield 23-24		163	86	52.76%	54	33.13%	23	14.11%	77	47.24%



Attendance

Our goal is to reduce the number of chronically absent students below 30 and to improve our average daily attendance to 96% for the 23-24 school year.



Data Points BOY

- 21-22 School Year: 98 chronically absent students
- 22-23 School Year: 77 chronically absent students
- 21-22 School Year: 92.3% average daily attendance
- 22-23 School Year: 93.27% average daily attendance



Action Steps

- | |
|---|
| 1) Weekly attendance meetings with updated absences |
| 2) Reduce tardies, we will have mandatory parent sign-in for students who are more than 10 minutes late |
| 3) Process for contacting families that are on 5, 10, 15, 20 day absence list and who is responsible |
| 4) Increase student engagement through “best day ever” |
| 5) Class attendance awards with monthly Leadership Assembly |



Data Points at Semester

- Chronically Absent Students: 34
- Average Daily Attendance: 95.29%



Data Points Today

- Chronically Absent Students: 47
- Average Daily Attendance: 94.3%



Updated Action Steps

- Continue all action steps from beginning and middle of the year
- Admin/Counselor will plan home visits or lunch visits for beginning of the year with chronically absent students
- Leadership Team Task over the summer: Add more fun events celebrating attendance to our schedule for 24-25



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

- Kids were really excited about the “Best Day Ever’ - would love to continue & add to it
- We will begin the late sign-in immediately upon return to Blumfield
- Increasing overall family engagement will help us with attendance
- Many are the same families, so we are adding in some layers to improve 2-way communication with those families





Questions?

RALSTON PUBLIC SCHOOLS
FINANCIAL REPORT TO THE BOARD OF EDUCATION
POOLED CASH - BANK RECONCILIATION
April 30, 2024

	03/31/2024 Thru 04/30/2024	03/31/2023 Thru 4/30/2023
Book Balance - Beginning of month	\$7,607,446.86	\$4,367,938.35
Total Receipts	\$8,027,379.42	\$12,346,376.27
Monthly Disbursements	<u>(7,166,773.36)</u>	<u>(3,721,151.20)</u>
Reconciled Book Balance - End of Month	\$8,468,052.92	\$12,993,163.42
Building fund loan	\$0.00	\$0.00
Depreciation fund loan	\$0.00	\$0.00
Transfer to Depreciation	\$0.00	\$0.00
Actual Book Balance - End of Month	\$8,468,052.92	\$12,993,163.42
Bank Balance -Beginning of month	\$7,342,230.40	\$5,141,190.78
Deposits	\$8,841,904.77	\$12,344,527.85
Interest	<u>2,060.48</u>	<u>1,876.42</u>
Total Receipts	8,843,965.25	12,346,404.27
Total Warrants	<u>(7,103,808.26)</u>	<u>(3,955,426.12)</u>
Bank Balance - End of month	9,082,387.39	13,532,168.93
Outstanding deposits	5,000.00	0.00
Bank clearing error	(48.04)	(48.04)
Less Outstanding Checks/Wires	<u>(619,286.43)</u>	<u>(538,957.47)</u>
Reconciled Bank Balance - End of month	\$8,468,052.92	\$12,993,163.42

April

Percent of Year Completed

66.7%

RECEIPTS

ACCOUNT	ANTICIPATED	M-T-D	Y-T-D	Y-T-D	Year To Date	
		RECEIVED 2023-24	RECEIVED 2023-24	RECEIVED 2022-23	%Received	
					2023-24	2022-23
Local District Taxes	\$20,978,518	\$5,931,250.91	\$11,654,016.10	\$12,638,598	55.6%	60.1%
Pro-Rata Motor Vehicle Tax	\$45,000	\$121,631.05	\$137,093.35	\$34,391	304.7%	107.5%
Motor Vehicle Tax	\$3,796,100	\$383,169.20	\$2,474,710.42	\$2,580,205	65.2%	78.2%
Homestead Exemption Tax	\$550,000	\$1,223.25	\$107,234.61	\$187,956	19.5%	44.8%
Tuition from Individuals	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
Tuition (Other Dist)	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
Interest on Investments	\$30,000	\$2,060.48	\$12,545.00	\$13,203	41.8%	88.0%
Local License/Police Court	\$30,000	\$9,538.23	\$31,536.18	\$24,815	105.1%	82.7%
Other Local Revenue	\$1,500	\$0.00	\$0.00	\$0	0.0%	0.0%
County Fines & Licenses	\$70,000	\$6,727.89	\$51,390.64	\$44,718	73.4%	63.9%
State Aid	\$9,687,575	\$968,758.00	\$6,781,306.00	\$7,509,124	70.0%	70.4%
Spec Ed Programs	\$4,188,093	\$537,638.00	\$2,884,816.35	\$1,477,830	68.9%	704.0%
Special Ed Transportation	\$240,000	\$0.00	\$0.00	\$0	0.0%	0.0%
State Apportionment	\$435,000	\$0.00	\$0.00	\$554,881	0.0%	149.1%
Public Power Dist Sales Tax	\$3,950,000	\$0.00	\$0.00	\$3,949,519	0.0%	107.6%
Cash Reserve	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
TOTAL	\$44,001,786	\$7,961,997.01	\$24,134,648.65	\$29,015,239.95	54.8%	69.3%

DISBURSEMENTS

CATEGORY	BUDGET	M-T-D	Y-T-D	Y-T-D	Year To Date	
		DISBURSED 2023-24	DISBURSED 2023-24	DISBURSED 2022-23	% Disbursed	
					2023-24	2022-23
Instructional Services	\$22,885,330	\$1,700,295.58	\$13,852,813.95	\$13,414,442	60.5%	61.9%
Support Services						
Special Education	\$6,576,529	\$559,536.55	\$4,156,110.07	\$3,852,406	63.2%	61.2%
Pupil Services	\$1,442,856	\$123,690.23	\$984,178.62	\$956,123	68.2%	68.0%
Staff Services	\$2,625,844	\$194,368.63	\$1,624,750.69	\$1,365,687	61.9%	57.8%
General Administration	\$1,024,545	\$65,782.92	\$563,624.66	\$627,849	55.0%	58.5%
School Administration	\$2,533,986	\$215,363.32	\$1,676,246.00	\$1,708,930	66.2%	69.8%
Business	\$831,301	\$43,192.65	\$371,756.04	\$429,082	44.7%	52.2%
Operation of Plant	\$3,493,176	\$259,242.27	\$2,125,002.00	\$2,070,208	60.8%	61.9%
Maintenance of Plant	\$1,118,590	\$50,537.06	\$571,085.95	\$670,362	51.1%	62.3%
Pupil Transportation	\$1,469,629	\$148,907.85	\$1,020,972.50	\$953,427	69.5%	69.7%
TOTAL	\$44,001,786	\$3,360,917.06	\$26,946,540.48	\$26,048,516.70	61.2%	62.2%
REVENUE OVER EXPENSE	\$0	\$4,601,080	(\$2,811,892)	\$2,966,723	-6.4%	7.1%

**Ralston Schools Building Fund
Apr-24**

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Mar	Apr	Apr	Apr
BUILDING FUND	\$252,143.16	\$6,345,723.99	(2,397,898.81)	\$4,199,968.34
NSDLAF	\$46,398,423.87	\$182,017.69	(3,000,000.00)	\$43,580,441.56
TOTAL	\$46,650,567.03	\$6,527,741.68	(5,397,898.81)	\$47,780,409.90

**RALSTON SCHOOLS BOND FUND
Apr-24**

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Mar	Apr	Apr	Apr
BOND FUND	\$3,786,351.18	1,111,610.90	-	\$4,897,962.08
INVESTED -US Treas Bills	-	-	-	\$0.00
TOTAL	\$3,786,351.18	\$1,111,610.90	-	\$4,897,962.08

**LUNCH PROGRAM INCOME STATEMENT
Apr-24**

	Apr-24	2023-24 YTD
Revenues:		
Lunch program	\$238,518.43	\$818,746.55
Federal funding	0.00	\$749,844.18
Catering income	0.00	\$33,185.97
Interest	1,068.83	\$7,070.95
Grants	0.00	\$3,113.45
Total Revenues	\$239,587.26	\$1,611,961.10
Expenses:		
Salaries	\$100,952.89	\$707,279.83
Supplies	265,586.96	\$1,081,072.73
Repairs/Equip	0.00	\$0.00
Miscellaneous	65.81	\$3,205.25
Total Expenses	\$366,605.66	\$1,791,557.81
Net Income (Loss)	(\$127,018.40)	(\$179,596.71)

Ralston Schools Quality Capital Purpose Undertaking Fund
Apr-24

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Mar	Apr	Apr	Apr
QCPU FUND	\$ 344.81	\$ -	\$ (14.88)	\$ 329.93
QCPUF BOND FUND	\$ 1,653.34	\$ -	\$ -	\$ 1,653.34
TOTAL	\$ 1,998.15	\$ -	\$ (14.88)	\$ 1,983.27

Ralston Schools Depreciation Fund
Apr-24

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Mar	Apr	Apr	Apr
Depreciation Fund	\$ 3,393,002.29	\$ 687.17	\$ (634,727.90)	\$ 2,758,961.56
TOTAL	\$3,393,002.29	\$687.17	(\$634,727.90)	\$2,758,961.56

RALSTON SCHOOLS ELEMENTARY ACTIVITY FUNDS

30-Apr-24

FUND NAMES	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Mar	Apr	Apr	Apr
ACTIVITY FUND/BLUMFIELD	4,812.86	133.04	50.72	\$4,895.18
ACTIVITY FUND/KAREN WESTERN	769.57	644.67	1,389.20	\$25.04
ACTIVITY FUND/MEADOWS	10,034.52	0.00	525.90	\$9,508.62
ACTIVITY FUND/MOCKINGBIRD	(29.86)	0.00	329.69	(\$359.55)
ACTIVIITY FUND/SEYMOUR	9,884.71	0.00	152.15	\$9,732.56
ACTIVITY FUND/WILDEWOOD	2,392.53	0.00	1,071.72	\$1,320.81
ACTIVITY FUND/OFFICE	16,427.80	3.86	0.00	\$16,431.66
ACTIVITY FUND/DEPRECIATION	8,017.37	0.00	0.00	\$8,017.37
INSTRUMENT RENTAL	20.70	0.00	0.00	\$20.70
ACTIVITY FUND/HILLCREST	326.85	0.00	0.00	\$326.85
ACTIVITY FUND/Middle School	42,917.02	2,082.32	7,002.76	\$37,996.58
ACTIVITY FUND/PARKING LOT	6,660.00	0.00	0.00	\$6,660.00
HIGH SCHOOL STUDENT FEES	(15,430.16)	5,000.00	0.00	(\$10,430.16)
MS STUDENT FEES	50.00	0.00	0.00	\$50.00
TOTAL	\$86,853.91	\$7,863.89	\$10,522.14	\$84,195.66
BANK BALANCE	\$92,522.03			
PLUS OUTSTANDING DEPOSITS	\$0.00			
LESS OUTSTANDING CHECKS	(\$8,326.37)			
TOTAL	\$84,195.66			

RALSTON HIGH SCHOOL ACTIVITY FUND

30-Apr-24

FUND NAME'S	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Mar	Apr	Apr	Apr
HIGH SCHOOL	215,986.55	59,310.83	(48,768.76)	226,528.62
TOTAL	\$215,986.55	59,310.83	(48,768.76)	\$226,528.62
Dayspring Bank Balance	\$ 260,043.66			
Outstanding Checks	\$ (33,515.04)			
Bank clearing error	\$ -			
TOTAL	\$ 226,528.62			

NASB BOARD QUICKS

A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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

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 402-423-4951 for assistance. All Dates & Locations Tentative & Subject to Change

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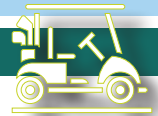
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NASB Leadership Workshop - June 5-6 - Lincoln

NASB Member Golf Outing - June 12 - Kearney

Email sendorf@NASBonline.org to sign up



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

Continued on Page 2



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Area Membership Meetings - August & September



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



YOUR 2024 PLATINUM AFFILIATES

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Ralston Enrollment Report as of 05/13/2024

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	40	11	0	51	0
06	2.00	36	12	0	48	0
Building Total:		254	50	2	306	1

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	18	7	0	25	0
Building Total:		180	47	2	229	0

MEADOWS ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	33	0	1	34	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
Building Total:		249	62	4	315	0

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	58	9	0	67	0
01	3.00	53	6	0	59	0
02	3.00	66	8	0	74	0
03	3.00	45	10	0	55	0
04	2.00	43	7	0	50	0
05	3.00	49	17	0	66	0
06	2.00	46	7	1	54	0
Building Total:		379	64	4	447	0

Ralston Enrollment Report as of 05/13/2024

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	30	5	1	36	0
02	2.00	29	6	0	35	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
Building Total:		248	37	13	298	0

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	34	12	0	46	0
02	2.00	28	11	0	39	0
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	28	12	0	40	0
Building Total:		225	74	2	301	0

RALSTON MIDDLE SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
07		181	61	2	244	1
08		174	69	5	248	0
Building Total:		355	130	7	492	1

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
09		193	73	0	266	2
10		181	71	0	252	0
11		156	82	0	238	1

Ralston Enrollment Report as of 05/13/2024

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12		162	80	0	242	0
Building Total:		692	306	0	998	3
<hr/>						
District Total:		2582	770	34	3386	5
KG:		218	32	1	251	1
01:		214	47	1	262	0
02:		207	48	0	255	0
03:		197	50	2	249	0
04:		175	45	5	225	0
05:		193	56	7	256	0
06:		184	56	3	243	0
07:		181	61	2	244	1
08:		174	69	5	248	0
09:		193	73	0	266	2
10:		181	71	0	252	0
11:		156	82	0	238	1
12:		162	80	0	242	0

Human Resources Update

May 13th, 2024

Classified Staff				
Employee Group	Unfilled openings	Filled positions	Total assignments	Percentage Filled
Paraprofessionals	7	94	101	93%
Custodial & Maintenance	9 (8)	28	37	76%
Transportation	1	10	11	91%
Secretarial / Clerical	0	22	22	100%
Sign Language Interpreters	2	16	18	89%
Food Service	4	28	32	88%
Data and Technology	0	5	5	100%
Certified Administration	0	9	9	100%
Total	23	212	235	90%

Certified Staff		
Hired		Open
Blumfield (SPED)	Malia Johnson	Blumfield - SPED
Blumfield (SPED)	Sara Warrick	RHS - SPED
Blumfield (ECE inc.)	Courtne Wendt	RHS - Dean of Students
Blum/Sey (Art)	Julia Gilreath	District - SLP
KW (School psych)	April Minor	

Meadows (K)	Ann Nunn	
Meadows (ECE inc.)	Angelia Herren	
Mockingbird (K)	Emily Kern	
Mockingbird (5th)	Tucker Bloomquist	
Mockingbird (4th) *	Anna Vidlak	
Mockingbird (EL) *	Gabriela Calderon	
Seymour (3rd)	Bethany Palsler	
Seymour (6th)	Paige Todd	
Wildewood (4th)	Justine Griess	
Wildewood (6th)	Riley Seifert	
RMS (English)	Thea Jobst	
RMS (SPED)	Holly Howell	
RMS (SPED)	Sandra Redlinger	
RMS (Health)	Jenny Kadavy	
RMS (Science)	Taylor Hardy	
RHS (Art)	Diane Naughton	
RHS (FCS)	Miki Valenta	
RHS (Math)	Jerry Schumacher	
RHS (School psych)	Kyleah Schmidt	
RHS (English)	Kassondra Gooley	

RHS (English)	Mary Kay Desjardins	
RHS (English)	Jeff Garst	
RHS (SS)	Benjamin Sullivan	
RHS (SPED)	April Balm	
RHS (Science)	JeMarie Giovanini	
RHS (Science)	Stephen Sycuro	
RHS (Spanish)	Evelyn Zurita	
RHS (Inst. music)	Paul Niedbalski	
RHS (Nurse)	Candice Johnson	
District (Deaf Ed It.)	Mollie Frazier	
District (Deaf Ed It.)	Kiley Franz	

Items of Note:

- Teacher Career Ladder finalists: Andrea Bertrang & Melissa Adamski (BLUM - SPED)
 - 2-year commitment as an instructional paraprofessional
 - 5-year commitment as an Elementary SPED teacher
- LB 1398 (passed)
 - Creates reciprocity agreements between states for certified teachers
 - Creates additional teacher certification pathways
- Certified applications
 - 379 total applications
 - 172 secondary applications
 - 58 elementary applications
 - 80 “future opening” applications
 - 35 student services applications
 - 30 substitute teacher applications
 - 4 non-teaching applications
 - 174 applications from international candidates
- Classified applications
 - 236 total applications
 - 85 paraprofessionals

- 81 custodians
- 39 data & technology
- 16 food service
- 7 clerical
- 4 transportation
- 4 sign language interpreters
- 215 initial contacts / follow up conversations
- 111 interviews
 - 36 hires (32%)
 - 34 not selected (31%)
 - 31 no shows for scheduled interview / paperwork meeting (28%)
 - 10 accepted positions out of Ralston (9%)



Ralston
PUBLIC SCHOOLS

Superintendent Evaluation System

Board of Education Policy: 4057
AdvancED Standard: Leadership Capacity



4057

Superintendent Evaluation

The board shall observe and evaluate the superintendent based upon actual employment observations, collaboration with the board and interactions for an entire instructional period at least twice during his first year of employment and at least once each year thereafter. Additional evaluations may be conducted at the discretion of the board. For the purposes of this policy, “actual classroom observation” shall mean observing the superintendent performing activities that are typical of his or her position. An “entire instructional period” for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of some aspect of the superintendent’s work during the semester for no less than 40 minutes.

Purpose. The purposes of the formal job evaluation are:

1. To provide a means of rational, structured communication between the board and superintendent to create a more constructive and effective working relationship.
2. To provide a basis for commending, rewarding and reinforcing agreed-upon outcomes, as well as identifying areas where the superintendent has room to grow.
3. To clarify the superintendent’s role and inform the superintendent of the board’s expectations.

Dates. The first year evaluations shall take place (1) at or prior to the first October board meeting, and (2) at or prior to the first January board meeting. Annual evaluations shall take place at a board meeting held during the month before the date in the superintendent’s employment contract by which the board must notify the superintendent of its intention to consider the non-renewal or amendment of the contract. In the absence of such a contract provision, the annual evaluation shall take place at or prior to the March board meeting. The Superintendent shall remind the Board members in writing at least 45 days before the date of each upcoming evaluation and shall make his evaluation an agenda item for the board meeting.

Evaluation Document. The superintendent shall submit a recommended evaluation document to the board. The board shall meet and discuss the proposed document with the superintendent. The board may amend and adopt the proposed evaluation document. The board may amend the document or adopt a new document without amending this policy. The superintendent shall submit the evaluation document to the Nebraska Department of Education.

Evaluation Procedures. Each board member shall have the opportunity to individually evaluate the superintendent and complete an evaluation document. The board shall compile the individual evaluations into a single evaluation, provide a copy to the superintendent, and discuss it with him or her. The superintendent’s evaluation may be conducted in closed session if it is necessary to prevent needless injury to the superintendent’s reputation and he or she has not requested it be done in open session.

Deficiencies. If deficiencies are noted in the superintendent’s work performance, the board shall provide the superintendent at the time of the observation with a list of deficiencies and a list of suggestions for improvement and assistance in overcoming the deficiencies. The



board shall also provide the superintendent with follow-up evaluations and assistance when deficiencies remain, a timeline for improvement, sufficient time to improve and the resources if needed. In the alternative, the board may rely upon the superintendent's education, training, and expertise and require him or her to submit a "list of suggestions for improvement" or plan of improvement for the board's consideration.

Personnel File. The evaluation shall be signed by the superintendent, then the board of education following the order of office (eg. president, vice president, ect...). The superintendent shall place a copy of the evaluation in his or her personnel file. The superintendent may provide a written response to the evaluation to the board. A copy of the response shall also be placed in the superintendent's personnel file. The board may meet with the superintendent to discuss the written response.

Policy Limitation. The evaluation procedures are included in this policy as a result of the board's statutory obligation to evaluate the superintendent and do not give the superintendent any rights not provided by statute. The board's failure to comply with any procedures provided in this policy but not required by law shall not prohibit the board from taking any action regarding the superintendent's employment, up to and including the non renewal or cancellation of the employment contract.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

Superintendent Evaluation Process

The evaluation process will be conducted twice annually in December and June unless conditions and circumstances otherwise dictate or demand. The following procedure will be adhered to and directed by the President of the Board of Education.

1. The Board President shall notify Board Members that the evaluation is scheduled and that they will receive a copy of the instrument. Each Board member will be asked to complete the instrument and submit it to the President or bring it to the meeting. Board Members who would like to submit an electronic copy may do so upon request.
2. The Superintendent will submit a self-evaluation to the Board.
3. An open or closed session will be scheduled at which time the Superintendent and the Board will be given time to generally discuss work progress and concerns.
4. The Board President will preside over discussions of the individual evaluations and work towards the development of a consensus of the Board.
5. An evaluation conversation will be scheduled with the Superintendent within two (2) weeks following the evaluation meeting. A written summary representing Board member consensus will be provided.
6. The Superintendent will be encouraged to respond in writing to the suggestions/concerns/directives that emerged through the process.
7. The completed document will be signed by the Board President and the Superintendent and will be placed on file.
8. The Board and Superintendent will annually schedule a meeting to revise or create performance goals.



Superintendent Evaluation Definitions:

The following definitions are to assist the individual completing the evaluation with understanding the rubrics associated with the standards and indicators. Evidence and artifacts are used to complete an effective evaluation.

Unsatisfactory: There is little or no evidence of the standards and indicators being implemented or accomplished.

Basic: There is evidence of some standards and indicators being implemented or accomplished. Identified indicators may not be at the desired level of the board. These indicators may not be fully developed or consistently implemented.

Proficient: There is evidence that supports the standards and indicators are being fully implemented.

Distinguished: The evidence of the implementation exceeds the expectations of the board relative to the effective practices or indicators.

Narratives on rating and evidence: Narratives should relate to the effective practices, indicators, or evidence and provide clear guidance or commendation.

Performance Goals: Specific, measurable performance goals that will be accomplished during the year. The goals may be tied to the district's shared vision and strategic direction or may be a priority area identified by the superintendent or the board.

Improvement Plan: If there are effective practices and indicators toward which the superintendent needs improvement or development, the board may require specific action for improvement on those effective practices and indicators.

Effective Practices

There are nine effective practices within the Superintendent Framework. The evaluator will rate performance by category. The effective practices are intended to serve as guidance for the superintendent and evaluator in determining professional performance, growth, and points of emphasis. It should be understood that the superintendent will have areas of strength and growth. The evaluator will make an overall performance determination based on the nine effective practices in the superintendent evaluation system.



1. **Shared Vision and Strategic Direction**

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

2. **Board, Policy, and the Education System**

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

3. **Collaboration with Families and Community**

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

4. **Continuous Improvement and Accountability**

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

5. **Teaching and Learning**

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

6. **Personnel Leadership**

The superintendent effectively uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to student success.

7. **Systems Leadership and Management**

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

8. **Equity, Climate, and Culture**

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

9. **Leadership, Conduct, and Professional Growth**

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.



Effective Practices, Indicators, and Evidence Rubric

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

Indicators and Evidence

1. Develops and implements a shared vision and strategic direction that guides the district into supporting high expectations for student achievement.
 - *Evidence: Documentation of a shared vision and strategic direction supports high expectations of student achievement and accomplishment, developed with specific strategies, measurable outcomes and timelines.*
2. Partners with the board of education and key community constituents in the development of the shared vision and strategic direction.
 - *Evidence: Documentation of collaborative development of the shared vision and strategic direction involving board members and key community constituents.*
3. Ensures the shared vision and strategic direction represents the current and future needs of the district and school community.
 - *Evidence: Community engagement meetings and surveys solicit input and feedback on the vision and strategic direction from diverse stakeholders and constituents.*
4. Engages constituents within the district and school community to develop a commitment to the shared vision and the strategic direction.
 - *Evidence: Board, staff, community presentations and updates routinely model commitment to the shared vision and strategic direction.*
5. Continually models and reinforces commitment to the shared vision through the use of diverse communication strategies.
 - *Evidence: Newsletters, articles, and information on the district website routinely provide constituents with information and updates related to the shared vision and strategic direction.*
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from students, parents, teachers, administrators, board members, and the community.
 - *Evidence: Feedback processes such as surveys, formal and informal meetings, or committees solicit input from students, parents, teachers, administrators, board members, and the community.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Shared vision and strategic direction are not documented</i> • <i>Constituents and stakeholders have no or limited engagement in the vision/direction</i> • <i>No evidence of routine feedback or review</i> 	<ul style="list-style-type: none"> • <i>Vision or direction is documented</i> • <i>Some evidence of constituent engagement</i> • <i>Some evidence of feedback and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented and used to guide the district</i> • <i>Evidence of engagement with constituents in development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district</i> • <i>Evidence of engagement with constituents in development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review including input from board, administrators, teachers,</i> • <i>students, and parents</i>

EFFECTIVE PRACTICE: (2) Board, Policy, and the Education System

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

Indicators and Evidence

1. Actively and continually fosters board relationships, and keeps board members informed and engaged in development.
 - *Evidence: Board agendas and board communication keep board members informed; and strategies, such as board committees or board professional development, keep board members engaged in a proactive process focused on district needs and policy priorities.*
2. Proactively responds to district needs and policy priorities.
 - *Evidence: Board agendas, reports, and communication are used to inform board and community members on district needs and policy priorities.*
3. Provides leadership in the compliance, review, and development of local policy.
 - *Evidence: Board policies are current, aligned with state and local policy, and keep the district in compliance with state and federal regulations.*
4. Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision and strategic direction.
 - *Evidence: Reports to board members and staff demonstrate up-to-date information on state or federal policy, as needed.*
5. Collaboratively works to influence local, district, state, and national decisions impacting
 - *Evidence: Board reports, board communication, and professional development show evidence of engagement of key stakeholders and participation in activities that support district, state, and national policy decisions that impact student learning.*



Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Limited or inconsistent communication with board members</i> • <i>Policies are outdated, not in compliance with state or federal law, or not routinely reviewed</i> • <i>No evidence of collaborative practice to influence decisions impacting student learning</i> 	<ul style="list-style-type: none"> • <i>Provides updates and communicates regularly with board members</i> • <i>Policies are routinely updated</i> • <i>Uses some collaborative strategies at the local level</i> 	<ul style="list-style-type: none"> • <i>Engages board members in district needs and policy priorities</i> • <i>Policies are consistently reviewed and developed to incorporate state or federal policy, as needed</i> • <i>Some evidence of strategies to influence local, state, and national decisions</i> 	<ul style="list-style-type: none"> • <i>Actively and consistently engages board members in district needs and policy priorities</i> • <i>Evidence of leadership in compliance, review, and development of local policies</i> • <i>Evidence of collaborative support to influence local, state, and national decision</i>

EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Indicators and Evidence

1. Communicates regularly and openly with families and stakeholders in the community about the district, school(s), students, needs, challenges and accomplishments.
 - *Evidence: Newsletters, newspaper articles, web articles, and communication plan/goals exist with timelines and benchmarks.*
2. Maintains a presence in the district/school community to understand its strengths and needs.
 - *Evidence: Participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.*
3. Understands and is engaged with community needs, priorities, and resources.
 - *Evidence: Community surveys, data on community needs, and community engagement plan/goals exist with timelines and benchmarks.*
4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.
 - *Evidence: Reports, presentations, and updates demonstrate collaboration within organizations; and activities and professional development reinforce collaboration between administrators and teachers. Strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community. School climate surveys include input from students, teachers, parents and the community, and results are shared internally and externally.*
 - *Evidence: Open houses, family nights, parent-teacher conferences, and individualized educational planning involve collaboration between administrators, teachers, families, and the community.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of collaboration in the organization</i> ● <i>Little or no evidence of consistent communication with families and stakeholders</i> ● <i>Little or no evidence of engagement with community organizations, or community activities</i> ● <i>Little or no evidence of identification of community needs, priorities, or resources</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of collaboration in the organization</i> ● <i>Some communication of school activities with families through newsletters and/or district website</i> ● <i>Participates in some community organizations or activities such as the Chamber and service organizations</i> ● <i>Demonstrates awareness of community needs, priorities, and resources</i> 	<ul style="list-style-type: none"> ● <i>Routinely collaborates with board members and staff</i> ● <i>Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement</i> ● <i>Actively involved in community organizations or activities, such as the Chamber, or service organizations</i> ● <i>Recognizes some community needs, priorities, or resources in the district and school planning.</i> ● <i>Ensures engagement of administrators, teachers, families, and community</i> 	<ul style="list-style-type: none"> ● <i>Models collaboration and supports staff collaboration throughout the organization</i> ● <i>Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement</i> ● <i>Provides leadership and active participation in community organizations or activities such as the Chamber or service</i>

EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Indicators and Evidence

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for student success.
 - *Evidence: Board policies and procedures define a system of accountability and reports and presentations keep the board and community informed about district and school accountability.*
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
 - *Evidence: Board reports and presentations keep the board informed of emerging trends and innovative strategies to continually improve all schools in the district.*
3. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
 - *Evidence: Robust, comprehensive strategic/school improvement plans for the district and each school are based on comprehensive and current information on student progress and achievement, with specific goals and benchmarks aligned with state and national indicators of quality and best practice.*
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
 - *Evidence: Multiple data sources are used and clearly explained in board reports and board recommendations.*
5. Engages families and communities on student needs, successes, and challenges on a regular basis.
 - *Evidence: Administrative and board reports routinely provide information regarding activities to engage the family and community on student needs, successes, and challenges.*
6. Aligns district processes with state and national indicators of quality, accreditation, and accountability.
 - *Evidence: Board reports provide information on school and district accountability and accreditation (NDE Rule 10); and district policies, procedures, and practice align with state and national expectations of accreditation and accountability.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of innovation or continuous improvement</i> • <i>Little or no evidence of student information guiding decision-making</i> • <i>Little or no evidence of use of quality indicators to guide district planning or practice</i> 	<ul style="list-style-type: none"> • <i>Some evidence of continuous improvement and innovation</i> • <i>Student information is used to guide decision-making</i> • <i>Some quality indicators/accreditation standards guide district planning and practice</i> 	<ul style="list-style-type: none"> • <i>Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process</i> • <i>Information on student progress and achievement is used for planning and decision-making</i> • <i>Alignment between district and state quality indicators for accreditation and accountability</i> 	<ul style="list-style-type: none"> • <i>Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation</i> • <i>Comprehensive and current information on student progress and achievement is available and utilized in decision-making</i> • <i>Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability</i>

EFFECTIVE PRACTICE: (5) Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators and Evidence

1. Ensures the implementation of a coherent system of curriculum, instruction and assessment that aligns with the shared vision, is culturally responsive and embodies high expectations.
 - *Evidence: District curriculum and program expectations have been board approved and are available for review; information on general instructional practices or an instructional framework is available for review; and district assessment and grading practices are board approved, when appropriate and available for review.*
2. Communicates high expectations for student achievement that is accomplished by a data-driven approach that produces effective results.
 - *Evidence: District or school improvement plans clearly articulate data-driven high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).*
3. Ensures district/school curriculum and programs are research-based and innovative and provide learning experiences and opportunities that lead all students to success at the next level.
 - *Evidence: Board reports, presentations and student achievement data reflect that processes are in place to ensure curriculum and programs are developed using research-based and innovative practices and are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead all students to success at the next level.*
4. Ensures curricular and programmatic expectations are available for review and input by students, parents, and community members.
 - *Evidence: District curriculum and program expectations are available for review; and a process for student, parent, and community input is identified in district policy, procedures, or practices.*
5. Monitors and supports the implementation of research-based, instructional practices.
 - *Evidence: Board reports and presentations, as well as district procedures and practices, reflect the teacher's use of high expectations and instructional best practices.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of high expectations of student achievement</i> • <i>Little or no evidence of a written curriculum ➤ Little or no evidence of programmatic or curriculum review or input</i> • <i>Little or no evidence of consistency or continual improvement of instructional practices</i> 	<ul style="list-style-type: none"> • <i>Some evidence of high expectations of student achievement</i> • <i>Written curriculum is evident in most subject areas</i> • <i>Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community</i> • <i>Instructional practices have some consistency and some ongoing improvement</i> 	<ul style="list-style-type: none"> • <i>High expectations are clearly and consistently communicated and monitored</i> • <i>Written curriculum is developed, monitored, and adjusted</i> • <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community</i> • <i>Instructional process and practices are consistent with ongoing improvement</i> 	<ul style="list-style-type: none"> • <i>Data-driven high expectations of student achievement and monitoring of progress</i> • <i>Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted</i> • <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input</i> • <i>Continual improvement of Instructional processes is monitored and enhanced with best practices</i>

EFFECTIVE PRACTICE: (6) Personnel Leadership

The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

Indicators and Evidence

1. Ensures the necessary personnel and financial resources are allocated to achieve the district's shared vision and strategic direction.
 - *Evidence: Board reports, presentations and the district budget reinforce that personnel and financial systems are in place to achieve the district's vision and strategic direction.*
 - *Evidence: Budget and hiring processes and timelines are available and communicated to the board members and the community.*
2. Implements human resources systems and processes that address:
 - recruitment, hiring and induction;
 - evaluation and retention; and
 - short-term and long-term planning reflective of personnel needs.
 - *Evidence: Communication processes inform board members and community regarding recruitment and employment opportunities within the school district. District procedures are in place and available for review by board members and the community regarding the evaluation process of all personnel. Strategies for recognition and positive reinforcement of all personnel are used to support retention. Board reports, presentations, and personnel data reflect district policies and procedures are in place and consistently used to support personnel needs in the district. Short-term and long-term plans are in place to support recruitment, development and retention of all personnel.*
3. Creates a comprehensive system of professional development for all personnel.
 - *Evidence: District policies, procedures and practice define professional development expectations. School improvement plans delineate professional development expectations and needs for improving student achievement. The superintendent's professional development plan aligns with district needs and priorities and demonstrates a commitment to lifelong learning.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan</i> • <i>Little or no evidence of short or long-term personnel planning</i> • <i>Little or no evidence of modeling lifelong learning</i> • <i>Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Some evidence of short-term and long-term personnel planning</i> • <i>Some evidence of participation in lifelong learning activities</i> 	<ul style="list-style-type: none"> • <i>Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Some evidence of short-term and long-term personnel planning</i> • <i>Some evidence of participation in lifelong learning activities</i> 	<ul style="list-style-type: none"> • <i>Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place</i> • <i>Evidence of ongoing modeling of lifelong learning</i> 	<ul style="list-style-type: none"> • <i>Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction</i> • <i>Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored</i> • <i>Models lifelong learning by engaging and applying ongoing professional development</i>



EFFECTIVE PRACTICE: (7) Systems Leadership and Management

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Indicators and Evidence

1. Ensures business processes and systems are in place for budgeting and financial planning.
 - *Evidence: Board reports on budget and financial status demonstrate district policies, procedures, and practices are aligned with effective use of business processes and systems in all aspects of the district's finances.*
2. Communicates expectations that align board and district vision with the use of physical and financial resources of the district.
 - *Evidence: Board reports and presentations on use of physical and financial resources reflect an alignment with the district's shared vision, strategic direction, district or school improvement plans, and the priority of student learning and student success.*
3. Uses a systems approach that optimizes the use of facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.
 - *Evidence: Short-term and long-term plans for facilities and transportation are available and routinely updated; facilities are clean, updated, safe, and secure. Facilities, grounds and vehicles are well-maintained, clean and safe. Schools and classrooms are inviting, engaging and student-centered.*
4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources of the district.
 - *Evidence: District policies, procedures, and practices define processes for handling conflict, and routine communication keeps board members informed of operational issues and the resolution of such issues.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Business processes are out of date and not clearly linked to student learning and success</i> • <i>Facilities/Transportation are not up-to-date, clean, safe, and secure</i> • <i>Little evidence of building consensus, managing conflict, and resolving operational issues</i> 	<ul style="list-style-type: none"> • <i>Most business processes in place and using current best practices but not clearly linked to student learning and success</i> • <i>Some evidence of facility/transportation planning, with fairly clean and safe facilities</i> • <i>Manages operational issues with little or no conflict</i> 	<ul style="list-style-type: none"> • <i>Business processes are in place using current best practices with a clear priority on student learning and success > Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure</i> • <i>Manages operational issues with little or no conflict and builds some consensus</i> 	<ul style="list-style-type: none"> • <i>Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success</i> • <i>Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles</i> • <i>Identifies and resolves operational issues, manages conflict, and builds consensus</i>



EFFECTIVE PRACTICE: (8) Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

1. Creates a school system in which shared vision on equity and equitable practices are the norm.
 - *Evidence: District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.*
2. Develops processes and programs that support the academic, physical, social, and emotional growth of all students.
 - *Evidence: District policies, procedures, practices and programs clearly support the academic, physical, social, and emotional growth of all students.*
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff and all students.
 - *Evidence: The superintendent uses oral and written communication strategies, and problem-solving strategies with the board, staff, students, parents, and the community that convey a positive and responsive culture of high expectations.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of a shared vision on equity or equitable practices</i> • <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i> • <i>Little or no evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> • <i>Some evidence of shared vision on equity and equitable practices</i> • <i>Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust</i> • <i>Some evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> • <i>Shared vision on equity and equitable practices is evident through professional learning</i> • <i>Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures</i> • <i>Communication processes promote a culture of high expectations for self, staff, and all students</i> 	<ul style="list-style-type: none"> • <i>Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey</i> • <i>Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through</i> • <i>communication processes and district procedures; and, is validated through an annual student/staff climate survey</i> • <i>Communication processes and annual student/staff climate survey validates a culture of high</i> • <i>expectations for self, staff, and all students</i>



EFFECTIVE PRACTICE: (9) Leadership, Conduct, and Professional Growth

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators and Evidence

1. Leads with dignity and respect.
 - *Evidence: The superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that convey dignity and respect.*
2. Ensures implementation of policy and practice is consistent.
 - *Evidence: District policies and procedures guide the decision-making process to be just, fair, and equitable; and the superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that demonstrate decisions are just, fair, and equitable.*
3. Models and articulates ethical behavior.
 - *Evidence: District policies and procedures are grounded in an ethical framework, and the superintendent models and leads with integrity and ethical behavior.*
4. Consistently holds others in the district accountable for demonstrating integrity and ethical behavior.
 - *Evidence: District policies and procedures are grounded in an ethical framework, and the superintendent holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.*
5. Participates in professional growth and leadership opportunities to model the continuous improvement needs of self and the organization.
 - *Evidence: The superintendent's professional development plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Does not demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not appear to be just, fair, or equitable</i> • <i>Does not model or hold others accountable for demonstrating ethical behavior</i> • <i>Does not participate in professional development or leadership activities</i> 	<ul style="list-style-type: none"> • <i>Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not consistently appear to be just, fair or equitable</i> • <i>Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior</i> • <i>Participates in some professional development.</i> 	<ul style="list-style-type: none"> • <i>Demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Most decisions appear to be just, fair, or equitable</i> • <i>Models ethical behavior and generally holds others accountable for demonstrating ethical behavior</i> • <i>Participates in professional development that is aligned with district vision and direction</i> 	<ul style="list-style-type: none"> • <i>Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Decisions consistently appear to be just, fair, and equitable</i> • <i>Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior</i> • <i>Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community</i>



Superintendent Evaluation

Superintendent:

Date:

Evaluator:

<p>EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: (2) Board, Policy, and the Education System The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: (3) Collaboration with Families and Community The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<p>EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			



EFFECTIVE PRACTICE: (5) Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

EFFECTIVE PRACTICE: (6) Personnel Leadership

The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

EFFECTIVE PRACTICE: (7) Systems Leadership and Management

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative (required for basic and unsatisfactory ratings):

EFFECTIVE PRACTICE: (8) Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

EFFECTIVE PRACTICE: (9) Leadership, Conduct, and Professional Growth

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative (required for basic and unsatisfactory ratings):

SUMMARY OF EVALUATION

This section will highlight the overall strengths and areas for growth within the Superintendent Evaluation. If the overall rating is *unsatisfactory* or *basic*, an improvement plan or recommendations for improvement are required.

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

Superintendent Signature: _____

Date: _____

Board President Signature: _____

Date: _____



Superintendent Evaluation Effective Practice Rubric

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Shared vision and strategic direction are not documented</i> • <i>Constituents and stakeholders have no or limited engagement in the vision/direction</i> • <i>No evidence of routine feedback or review</i> 	<ul style="list-style-type: none"> • <i>Vision or direction is documented</i> • <i>Some evidence of constituent engagement</i> • <i>Some evidence of feedback and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented and used to guide the district</i> • <i>Evidence of engagement with constituents in the development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district</i> • <i>Evidence of engagement with constituents in the development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review including input from board, administrators, teachers,</i> • <i>students, and parents</i>



EFFECTIVE PRACTICE: (2) Board, Policy, and the Education System

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Limited or inconsistent communication with board members</i> • <i>Policies are outdated, not in compliance with state or federal law, or not routinely reviewed</i> • <i>No evidence of collaborative practice to influence decisions impacting student learning</i> 	<ul style="list-style-type: none"> • <i>Provides updates and communicates regularly with board members</i> • <i>Policies are routinely updated</i> • <i>Uses some collaborative strategies at the local level</i> 	<ul style="list-style-type: none"> • <i>Engages board members in district needs and policy priorities</i> • <i>Policies are consistently reviewed and developed to incorporate state or federal policy, as needed</i> • <i>Some evidence of strategies to influence local, state, and national decisions</i> 	<ul style="list-style-type: none"> • <i>Actively and consistently engages board members in district needs and policy priorities</i> • <i>Evidence of leadership in compliance, review, and development of local policies</i> • <i>Evidence of collaborative support to influence local, state, and national decision</i>



EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of collaboration in the organization</i> • <i>Little or no evidence of consistent communication with families and stakeholders</i> • <i>Little or no evidence of engagement with community organizations, or community activities</i> • <i>Little or no evidence of identification of community needs, priorities, or resources</i> 	<ul style="list-style-type: none"> • <i>Some evidence of collaboration in the organization</i> • <i>Some communication of school activities with families through newsletters and/or district website</i> • <i>Participates in some community organizations or activities such as the Chamber and service organizations</i> • <i>Demonstrates awareness of community needs, priorities, and resources</i> 	<ul style="list-style-type: none"> • <i>Routinely collaborates with board members and staff</i> • <i>Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement</i> • <i>Actively involved in community organizations or activities, such as the Chamber, or service organizations</i> • <i>Recognizes some community needs, priorities, or resources in the district and school planning.</i> • <i>Ensures engagement of administrators, teachers, families, and community</i> 	<ul style="list-style-type: none"> • <i>Models collaboration and supports staff collaboration throughout the organization</i> • <i>Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement</i> • <i>Provides leadership and active participation in community organizations or activities such as the Chamber or service</i>



EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of innovation or continuous improvement</i> ● <i>Little or no evidence of student information guiding decision-making</i> ● <i>Little or no evidence of use of quality indicators to guide district planning or practice</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of continuous improvement and innovation</i> ● <i>Student information is used to guide decision-making</i> ● <i>Some quality indicators/accreditation standards guide district planning and practice</i> 	<ul style="list-style-type: none"> ● <i>Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process</i> ● <i>Information on student progress and achievement is used for planning and decision-making</i> ● <i>Alignment between district and state quality indicators for accreditation and accountability</i> 	<ul style="list-style-type: none"> ● <i>Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation</i> ● <i>Comprehensive and current information on student progress and achievement is available and utilized in decision-making</i> ● <i>Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability</i>



EFFECTIVE PRACTICE: (5) Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of high expectations of student achievement</i> • <i>Little or no evidence of a written curriculum ➤ Little or no evidence of programmatic or curriculum review or input</i> • <i>Little or no evidence of consistency or continual improvement of instructional practices</i> 	<ul style="list-style-type: none"> • <i>Some evidence of high expectations of student achievement</i> • <i>Written curriculum is evident in most subject areas</i> • <i>Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community</i> • <i>Instructional practices have some consistency and some ongoing improvement</i> 	<ul style="list-style-type: none"> • <i>High expectations are clearly and consistently communicated and monitored</i> • <i>Written curriculum is developed, monitored, and adjusted</i> • <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community</i> • <i>Instructional process and practices are consistent with ongoing improvement</i> 	<ul style="list-style-type: none"> • <i>Data-driven high expectations of student achievement and monitoring of progress</i> • <i>Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted</i> • <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input</i> • <i>Continual improvement of Instructional processes is monitored and enhanced with best practices</i>



EFFECTIVE PRACTICE: (6) Personnel Leadership

The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan • Little or no evidence of short or long-term personnel planning • Little or no evidence of modeling lifelong learning • Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction • Some evidence of short-term and long-term personnel planning • Some evidence of participation in lifelong learning activities 	<ul style="list-style-type: none"> • Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction • Some evidence of short-term and long-term personnel planning • Some evidence of participation in lifelong learning activities 	<ul style="list-style-type: none"> • Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction • Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place • Evidence of ongoing modeling of lifelong learning 	<ul style="list-style-type: none"> • Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction • Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored • Models lifelong learning by engaging and applying ongoing professional development



EFFECTIVE PRACTICE: (7) Systems Leadership and Management

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Business processes are out of date and not clearly linked to student learning and success</i> • <i>Facilities/Transportation are not up-to-date, clean, safe, and secure</i> • <i>Little evidence of building consensus, managing conflict, and resolving operational issues</i> 	<ul style="list-style-type: none"> • <i>Most business processes in place and using current best practices but not clearly linked to student learning and success</i> • <i>Some evidence of facility/transportation planning, with fairly clean and safe facilities</i> • <i>Manages operational issues with little or no conflict</i> 	<ul style="list-style-type: none"> • <i>Business processes are in place using current best practices with a clear priority on student learning and success > Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure</i> • <i>Manages operational issues with little or no conflict and builds some consensus</i> 	<ul style="list-style-type: none"> • <i>Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success</i> • <i>Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles</i> • <i>Identifies and resolves operational issues, manages conflict, and builds consensus</i>



EFFECTIVE PRACTICE: (8) Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little of no evidence of a shared vision on equity or equitable practices</i> • <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i> • <i>Little or no evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> • <i>Some evidence of shared vision on equity and equitable practices</i> • <i>Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust</i> • <i>Some evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> • <i>Shared vision on equity and equitable practices is evident through professional learning</i> • <i>Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures</i> • <i>Communication processes promote a culture of high expectations for self, staff, and all students</i> 	<ul style="list-style-type: none"> • <i>Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey</i> • <i>Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through</i> • <i>communication processes and district procedures; and, is validated through an annual student/staff climate survey</i> • <i>Communication processes and annual student/staff climate survey validates a culture of high</i> • <i>expectations for self, staff, and all students</i>



EFFECTIVE PRACTICE: (9) Leadership, Conduct, and Professional Growth

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Does not demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not appear to be just, fair, or equitable</i> • <i>Does not model or hold others accountable for demonstrating ethical behavior</i> • <i>Does not participate in professional development or leadership activities</i> 	<ul style="list-style-type: none"> • <i>Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not consistently appear to be just, fair or equitable</i> • <i>Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior</i> • <i>Participates in some professional development.</i> 	<ul style="list-style-type: none"> • <i>Demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Most decisions appear to be just, fair, or equitable</i> • <i>Models ethical behavior and generally holds others accountable for demonstrating ethical behavior</i> • <i>Participates in professional development that is aligned with district vision and direction</i> 	<ul style="list-style-type: none"> • <i>Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Decisions consistently appear to be just, fair, and equitable</i> • <i>Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior</i> • <i>Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community</i>





NASB STANDARD SUPERINTENDENT EVALUATION HANDBOOK

THE NASB MISSION STATEMENT

THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS
PROVIDES PROGRAMS, SERVICES, AND ADVOCACY TO
STRENGTHEN PUBLIC EDUCATION FOR ALL NEBRASKANS.



NASB BOARD LEADERSHIP TEAM MISSION

TO PROMOTE AND ADVANCE EFFECTIVE BOARD
GOVERNANCE AND LEADERSHIP TO SUPPORT
LEARNING FOR ALL STUDENTS.

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NASB SUPERINTENDENT EVALUATION SYSTEM

The superintendent evaluation is one of the fundamental responsibilities of the school board. The intended purpose is to assess the superintendent in relation to performance-based standards that prove effective in relation to student learning. The superintendent should take the lead by conducting a self-assessment to aid in the development of goal setting, a professional development plan, and personal reflection of how he/she has demonstrated success in the performance of his/her duties.

The board and superintendent must exercise mutual understanding of the value and overall purpose of the evaluation process. Personalities and personal relationships must be removed from the process placing an emphasis on the professional attributes of the superintendent’s job performance. When effective and purposeful, a quality superintendent evaluation process will also aid in the development of mutual respect between the board-superintendent working relationship, benefit and clarify respective roles and responsibilities, create common understanding of the leadership qualities, and provide a mechanism for public accountability. Consequently, it is important to allow for flexibility in the process, remembering to differentiate between goals that can reasonably be expected to be achieved and goals that are subject to circumstances beyond the superintendent’s ability to control.

The board through their governance role should accomplish the following objectives through the evaluation process:

- Clarify the superintendent’s role as defined by the board
- Develop an appropriate working relationship between the board and superintendent
- Support job performance improvement and development
- Establish goals and objectives to align to the district goals, strategic plan, and vision of the district

Strengthening the board-superintendent working relationship is vital to the continuing health and productive performance of the school district’s leadership team. The evaluation process is not an exercise that can be accomplished without design and purpose. The board and superintendent must be equally familiar with the process, adapt and apply the performance criteria to the expectations and responsibilities of the superintendent and the mission, vision, and goals for the school district. Therefore, it is important to understand the performance evaluation is an applicable method of communicating future expectations, not simply for reviewing past performance. A carefully administered evaluation reflects the record of the superintendent’s annual performance and provides a constructive accountability method for communication.

SUPERINTENDENT EVALUATION OUTLINE

The Association recommends a defined course of action to ensure the board executes an effective and appropriate evaluation process.

Designing an effective board process:

The board president will:

- ✓ Connect with NDE to verify the tool on record with the department
Contact Mr. Todd Wolverton todd.wolverton@nebraska.gov, and Dr. Sandy Suiter sandra.suiter@nebraska.gov at the Nebraska Department of Education to:
 - 1) Verify the superintendent evaluation on file with NDE, or
 - 2) Email a new superintendent evaluation to NDE requesting certification
- ✓ Request certification of the tool the board is adopting
- ✓ Upon receipt of certification place the new superintendent evaluation on the board meeting agenda for the board to officially adopt
- ✓ Forward a copy of the board meeting minutes to the contact who provided certification to validate the board's action to adopt
- ✓ Review and update a superintendent job description aligned to the evaluation instrument
- ✓ Review, update, and adopt the evaluation instrument periodically
- ✓ Consider board policy to determine if the evaluation is to be reviewed at a specific board meeting (i.e., November, December, etc.)
- ✓ Review the language of the superintendent contract to determine if the contract addresses superintendent evaluation
- ✓ Adopt an annual timeline to support board procedures for administering the superintendent evaluation according to policy and applicable contract language

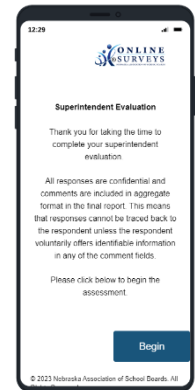
Superintendent evaluation must be filed with NDE and certified before it is utilized by the board according to 007.06 Certificated-Employee Evaluation and the full contents of the section of Rule 10.

007.06A2 *In the event a district changes its policies or procedures for certificated-employee evaluation, it shall submit the revised policies and procedures to the Commissioner or designee for approval. If the Commissioner or designee finds the policies and procedures in compliance with the requirements of Sections 007.06A through 007.06A1f, of this Chapter, it notifies the district in writing that such policies and procedures are approved. Such approval shall remain in effect until there is a change in the policies or procedures by the district, or the amendment of state law or regulations relating to such approval. In the event the Commissioner or designee does not find the revised policies and procedures of the district in compliance with the provisions of this Chapter, the Commissioner or designee will notify the district in writing and the district may resubmit amended policies and procedures. (The following information can also be found on the Accreditation website: <https://www.education.ne.gov/apac/accreditation-rule-10/>)*

NASB SUPERINTENDENT ONLINE EVALUATION SYSTEM

When administering the Superintendent Evaluation through the NASB Online Survey Service, the Association will:

- ✓ Distribute the superintendent evaluation on behalf of the board according to the timeline set forth
- ✓ Forward the superintendent link to complete a self-evaluation (this is typically a seven-day period)
- ✓ Compile the results of the self-evaluation and email a copy to each board member along with the link to the superintendent evaluation
- ✓ Distribute a link to all board members to complete evaluation (this is typically a ten-day period)
Note: The Superintendent Evaluation survey is accessible by computer, smart phone, and other mobile devices for ease of completion
- ✓ Send reminders to board members who have not completed the assessment prior to the deadline
- ✓ Compile the results of the feedback provided by the board
- ✓ Develop an Executive Summary highlighting board strengths and areas of need
- ✓ Distribute the evaluation report and summary to the Board President either through email or the U.S. Postal Service.
- ✓ Provide follow-up call with Board President to discuss summary and explain best practice and protocols/procedures moving forward
Note: A sample report is included on page 22 of this handbook



Returning districts will be given a comparative Superintendent Evaluation report showing standard averages from the current year and the most recent assessment. This use of comparative data allows the board to establish progress on areas of growth and goals.

- ✓ Add superintendent evaluation to the regular board meeting agenda
- ✓ Remember, the superintendent evaluation summary is protected from the Open Meetings Law request as it is a personnel document
- ✓ Discuss the superintendent evaluation during a regular meeting of the board in open session unless otherwise guided
- ✓ Contact the school attorney to verify the need for a closed session to discuss the superintendent evaluation

Note: It is the recommendation of the Association that the board conduct the superintendent evaluation in open session to ensure the board does not risk violating the Nebraska Open Meetings Law. The Association strongly advises the board president to contact the school attorney to ascertain his/her position with respect to the evaluation of the superintendent.

- ✓ Celebrate the positive success derived under the leadership of the current superintendent
- ✓ Work collaboratively with the superintendent to define goals and expectations to align to the identified areas of growth



NASB recommends the board continually review and adopt a superintendent evaluation instrument that effectively identifies the district's achievement progress under the superintendent's leadership.

SUPERINTENDENT PAY TRANSPARENCY ACT

Superintendent approved contracts and amendments are to be filed with the Nebraska Department of Education by August 1 each school year. Updated contracts/amendments may be uploaded at any time. Note: If the school district has a change during the school year, NDE requires that the old contract and amendments be removed and updated with the new contract and supporting documentation.

For each school district, a separate identification and description of all current and future costs of the contract that are reasonably anticipated as a result of any contract, and any adopted amendments, for services rendered by the superintendent, must be included in the budget statement and reported to the Auditor of Public Accounts (APA) per statute.

Superintendent Pay Transparency Act Statutory Requirements

Step 1. (CURRENT Superintendent)

Prior to Board Action - At least **three days** prior to the Board Meeting:

- Publish/Post Meeting Notice to approve proposed contract or amendment to the contract that provides detailed contract costs, date, time, and location of the Board Meeting.
- Publish/Post a (PDF) of the proposed contract or amendment.
- Publish in a newspaper **or** post the proposed contract or amendment and proposed costs on the school district website in a prominent location that is accessible to the public.

Step 2. (NEW HIRE of the Superintendent)

Following Board Action – At least **two days** following board action to approve the contract or amendment:

- Publish/Post a (PDF) of the approved contract or amendment.
- Publish/Post the contract/amendment costs for current year and estimate of costs for future years of the contract.
- Publish in a newspaper **or** post the contract or amendment and complete proposed cost information on the school district website in a prominent location that is accessible to the public.

Step 3. (RESPONSIBILITIES Following Board Action)

Annually, on or before August 1st - The school district Superintendent will submit a (PDF) copy of the approved contract or contract with amendment through the Consolidated Data Collection (CDC) in the NDE Portal. *Instructions for filing may be found at:*

https://cdc.education.ne.gov/STPA/Instructions/STPA_Instructions.pdf

*Annually, on or before **September 20th*** - The school district Superintendent will submit Budget Schedule D with the budget documents.

*Annually, on **October 1st*** - NDE will withhold state and local funds for those districts that have not submitted their approved contract/contract with amendment for the current year.

*Note: If the school district has a change in the superintendent during the school year, the respective district must update the information with NDE and post according to the guidelines outlined above. Remove the old information including contracts and/or amendments and update with the new contract.

NASB STANDARD SUPERINTENDENT EVALUATION INSTRUMENT

The superintendent's evaluation serves several functions. Most importantly, it will link the superintendent's assessment to the district's vision and goals by establishing a set of performance indicators for the superintendent. The effective evaluation process fosters communication and understanding between the board and superintendent, commends the superintendent for accomplishments, and documents decisions made regarding the superintendent's employment.

Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Assumes the key leadership role and responsibility for growth and improved student learning.						
I.c.	Seeks input from the board when appropriate.						
I.d.	Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals.						
I.e.	Effectively utilizes data to guide and monitor progress of district goals.						
I.f.	Implements and monitors progress of the district/strategic plan.						
I.g.	Identifies and proactively addresses potential barriers to ensure the success of the school district.						
	<p>Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to:</p> <ul style="list-style-type: none"> • District strategic plan/district goals • Plan for implementing monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes 						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?						

Standard II: Policy

Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
II.a.	Works with the board to review, update and adopt effective and purposeful district policy.						
II.b.	Governs consistently through board policy and administrative protocol and procedures.						
II.c.	Provides public access to district policy.						
II.d.	Ensures all handbooks are aligned to district policy.						
II.e.	Implements a policy to ensure curriculum is reviewed and aligned with current state standards.						
II.f.	Ensures student discipline is implemented with integrity and consistency.						
II.g.	Personnel policies are clear and implemented consistently.						
II.h.	Monitors administrators' implementation of policy and procedures.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • District adopted policy review process/calendar • Progress/updates of the board's work with policy • Policy committee minutes • Curriculum review policy • Meeting agendas/minutes 						
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

Standard III: Budget Planning & Management

Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility by allocating, using, and investing district resources to support effective instruction and improved student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
III.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
III.g.	Ensures the maintenance and upkeep of facilities.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Budget strategic/district goals • Professional development plan • Monthly budget reports • Quarterly expenditure updates • District audit • Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.) • Five/Ten-year facility plan • Budget development calendar/board • Financial policies • Forecast financial data 						
	If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?						

Standard IV: Educational Leadership

Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and best practice.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that challenges each student.						
IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Provides integrated technology curriculum and resources.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District strategic plan/district goals • School improvement plan (including assessment of progress and modifications) • School improvement teams • District calendar • Curriculum review cycle plan and updated policy for curriculum and assessment review • Curriculum review committee minutes • Student performance data and goals • Data to support instruction strategies and student-centered initiatives • Curriculum/programs additions/modifications • Instructional model 						
	If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

Standard V: Organizational & Cultural Leadership

Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Develops, implements, and sustains a responsive district crisis and safety plan.						
V.c.	Commits to developing a high-performing leadership team.						
V.d.	Ensures a purposeful and equitable recruiting and hiring process.						
V.e.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.f.	Promotes a culture of shared expectations and mutual accountability.						
V.g.	Provides leadership to support the health and well-being of staff and students.						
V.h.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Conflict resolution process • Leadership development plan • Professional development plan • Crisis and safety plan • Executive summary of the safety audit • Hiring protocols and procedures • Evidence to validate engagement of parents/families • Diversity, equity, and inclusion initiatives • Personnel policies 						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?						

Standard VI: Community Relations

Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VI.a.	Establishes a visible presence in the district and community.						
VI.b.	Regularly attends and participates in school activities, events, and programs.						
VI.c.	Interacts and expresses genuine interest in building a connection with students.						
VI.d.	Develops collaborative partnerships to foster support for the school district.						
VI.e.	Effectively communicates key public information in a timely manner.						
VI.f.	Promotes a positive image of the district.						
VI.g.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.h.	Seeks a positive relationship with parents and community members.						
VI.i.	Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Community engagement summary/report • District partnerships and initiatives established to provide resources and support • Partnership support received through the district foundation, scholarships, grant monies, etc. • Inter-local agreements • District annual report • Communications designed by and distributed to generate support of the district • Membership and participation with civic, community and state organizations • Meeting invitations/agendas 						
	If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?						

Standard VII: Professional Leadership

The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Provides professional development to fulfill responsibilities and grow in current position.						
VII.d.	Provides an effective evaluation process with constructive feedback.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes clear and consistent expectations for staff.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • Memberships • Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) • Educational growth plan (professional goals and development) • Leadership team development plan • District staff professional development plan 						
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

Standard VIII: Board-Superintendent Relations

The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						
VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Superintendent performance plan/goals • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 						
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?						

Standard IX: Strategic Planning

The superintendent collaborates with the board to implement and monitor progress of the strategic plan.

Please provide evidence to support the superintendent's leadership in strategic planning.

IX.a.	What evidence can the board identify to validate the superintendent is implementing and monitoring progress of the strategic plan priorities?	
IX.b.	When is the superintendent reviewing the progress/success of the strategic plan with the board?	
IX.c.	How and where is the superintendent documenting the progress and success of the strategic plan priorities?	
IX.d.	Is the superintendent aligning the budget and district resources to ensure the success of the strategic plan priorities?	
IX.e.	How has the implementation of the strategic plan altered the focus of the superintendent and his/her engagement with the board?	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • Superintendent performance plan/goals • NASB Strategic Plan Progress Analysis Reports • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	

NASB STANDARD SUPERINTENDENT JOB DESCRIPTION

The superintendent's job description identifies the essential tasks that are assigned and expected of the district leader. The job description may also identify reporting relationships, describe required and desirable qualifications. The board and superintendent are collectively responsible for developing and maintaining an accurate and current job description to support the superintendent. The duties should be appropriate to the position and leadership responsibilities and aligned to the accountability defined in the evaluation instrument.

Overview of the Position of Superintendent

The Superintendent of Schools reports directly to the board and holds all staff accountable. The superintendent promotes leadership to ensure the district provides the best possible educational programs and services for all students at the school district. To lead, guide, direct every member of the administrative, instruction, and support services staff in setting and achieving the highest standards of excellence in educational programs and operations. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school district. To oversee and administer the use of all facilities, property, and funds in the best interest of students, the school district, and community.

Performance Responsibilities:

The job responsibilities of the Superintendent include the ability to function effectively in each of the following areas:

Job Requirements:

- A. Education Specialist Degree or Doctorate
- B. Nebraska Administrative and Supervisory Certificate
- C. Experience (as defined by the Board)

Reports to:

The Superintendent of Schools reports directly to the Board and may delegate specific powers or duties to assistants or subordinates, while maintaining final responsibility and actions taken.

Job Responsibilities:

The Superintendent is the chief executive officer of the school district and serves in both a leadership and management role. The Superintendent may delegate performance of management; however, the Superintendent will maintain final responsibility for actions taken.

Standard I: Mission, Vision, and Goals

The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Performance Indicators:

- A. Develops, implements, and monitors plans for accomplishing the district mission, vision, and goals

- B. Engages internal and external stakeholders in the educational vision and priorities of the district
- C. Reviews the progress of the School Improvement Plan
- D. Leads the board in the development of a vision to support goals and long-range decision-making
- E. Provides and advocates for decision-making based upon data and best practice in allocation of district resources
- F. Plans, formulates, recommends, and advises the board concerning various issues, trends, concerns, and/or any legislation that may impact the district’s mission or strategic plans

Standard II: Policy

The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

Performance Indicators:

- A. Provides guidance to the board in the development of policy, adoption, and revisions
- B. Implements administrative protocol and procedures via effective and purposeful board policy
- C. Provides public access to district policy and ensures all handbooks aligned to board policy
- D. Ensures and monitors administrators in providing procedural enforcement and regulation
- E. Conducts all meetings of the board in accordance with the Nebraska Open Meetings Law
- F. Conducts all school business and decision-making within the parameters of NDE Rules and Regulations, state and federal laws, and board policy
- G. Files all reports required by state or federal law/regulations

Standard III: Budget Planning and Management

The superintendent provides organizational leadership district-wide to ensure fiscal responsibility by allocating, using, and investing district resources to support effective instruction and improved student learning.

Performance Indicators:

- A. Educates and engages the board in discussion of the development of the budget, acting in accordance with rules and regulations, statute, and policy
- B. Leads budget planning process including forecasting potential revenue, expenditures, and needs to align with available resources and district mission, vision, and goals
- C. Establishes and maintains efficient procedures and effective controls for operations and all expenditures
- D. Administers the adopted budget in accordance with legal requirements and board policy
- E. Remains accountable to the board for utilization of fiscal and human resources
- F. Provides effective financial forecasting and long and short-term financial planning to support decision-making

- G. Ensures the upkeep and maintenance of all facilities, and in collaboration with the board, plans for long-range facilities maintenance and upkeep
- H. Ensures completion of an annual CPA audit in accordance with law, board policy, and prompt disclosure of findings to board and/or finance committee

Standard IV: Educational Leadership

The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current and/or applicable curriculum/ assessments to support student success.

Performance Indicators:

- A. Assumes the key educational leadership role by promoting a culture centered around students, curriculum, and instruction to meet the needs of all students
- B. Promotes the engagement of parents and families as partners in the education of students
- C. Considers methods to advance programs and services to address the needs of the district
- D. Validates district is in compliance with NDE Accreditation requirements
- E. Informs the board of AQuESTT status for each building and the school district
- F. Ensures alignment of curriculum vertically, horizontally, and to the state standards and consistent implementation of the district-adopted instructional framework
- G. Integrates the district-adopted instructional framework into certificated staff evaluations
- H. Provides comprehensive coursework and opportunities to ensure college/career readiness for every student
- I. Optimizes alignment of resources, curriculum, and assessments to support student success

Standard V: Organizational and Cultural Leadership

The superintendent provides cultural leadership through accountability, inclusiveness, engagement and advocacy for staff and students.

Performance Indicators:

- A. Promotes a healthy environment advocating for diversity, equity, and inclusion initiatives for staff and students
- B. Creates a respectful culture of shared expectations, mutual accountabilities, and constructive feedback
- C. Develops a high-performing leadership team and conducts purposeful and equitable recruiting and hiring processes
- D. Resolves conflict and addresses social-emotional matters in a purposeful and timely manner
- E. Coordinates a responsive district crisis and safety plan

Standard VI: Community Relations

The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members and business leaders.

Performance Indicators:

- A. Represents the school district through effective public relations and engagement
- B. Develops and sustains purposeful community partners to support the educational needs of the district
- C. Establishes a visible presence and positive relationships with board members, parents, students, and community members
- D. Expresses genuine interest in building a connection with students and regularly attends and participates in school activities, events, and programs

Standard VII: Professional Leadership

The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Performance Indicators:

- A. Delegates duties as appropriate, with the knowledge of final responsibilities for action taken
- B. Models ethical leadership in word and deed that is based upon integrity, trust, and respect
- C. Conducts staff observations and evaluations per board policy and legal requirements, ensures that evaluations are completed by other district staff as assigned, improvement plans are implemented as the need is identified
- D. Affords opportunities for staff to participate in professional development
- E. Demonstrates a personal and professional commitment to life-long learning knowledge of current evidence-based practices, trends to support effective instruction and learning
- F. Assigns conditions of employment for staff in the best interest of the district and educational programs provided for students
- G. Participates, as deemed appropriate by the board, in negotiations with recognized employee bargaining groups

Standard VIII: Board-Superintendent Relations

The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Performance Indicators:

- A. Serves as the educational leader of the school district
- B. Assists the board in fulfilling their proper roles, responsibilities, and duties in an effective manner
- C. Coordinates the work of the board through collaborative problem-solving and decision-making



- D. Demonstrates support and respect for the board and board committee work
- E. Prepares for board adoption and distribution to the public an annual report as prescribed by law
- F. Maintains an appropriate and professional relationship with the board
- G. Provides the board with facts, information, data, and recommendation for action to support informed decision-making
- H. Ensures all board members are informed with timely, consistent, and open communication

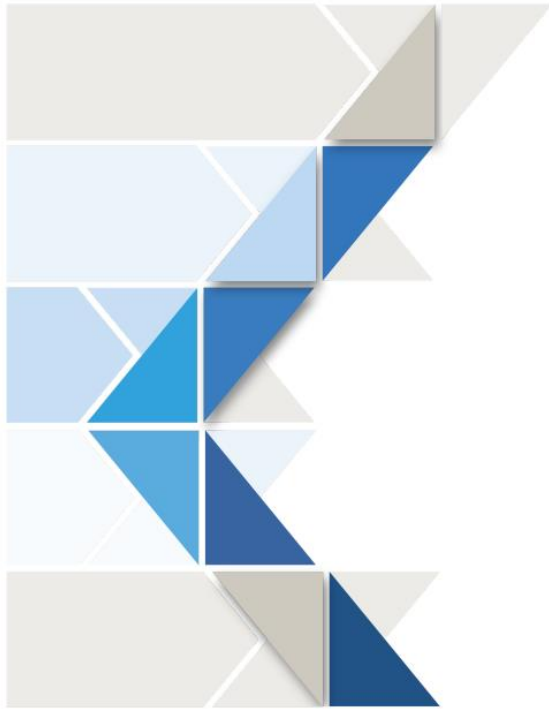
Standard IX. Strategic Plan

The superintendent collaborates with the board to implement and monitor the progress of the strategic plan.

Performance Indicators:

- A. Provides evidence to validate the progress of the strategic plan priorities
- B. Reviews the progress and success of the strategic plan with the board
- C. Documents the progress and success of the strategic plan priorities
- D. Aligns the budget and district resources to the identified needs and priorities within the strategic plan
- E. Utilizes the strategic plan to support board discussion and engagement

NASB STANDARD SUPERINTENDENT EVALUATION SAMPLE REPORT:



Nebraskaland Public Schools Superintendent Evaluation Spring 2023



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Self-Evaluation Standard Averages *(listed highest to lowest)*

Spring 2023

- 5.00 - Standard III: Budget Planning & Management
- 5.00 - Standard VI: Community Relations
- 4.57 - Standard V: Organizational & Cultural Leadership
- 4.50 - Standard II: Policy
- 4.50 - Standard IV: Educational Leadership
- 4.29 - Standard VII: Professional Leadership
- 4.20 - Standard I: Mission, Vision, & Goals
- 3.83 - Standard VIII: Board-Superintendent Relations

Board Evaluation Standard Averages *(listed highest to lowest)*

Spring 2023

- 5.29 - Standard III: Budget Planning & Management
- 5.24 - Standard VI: Community Relations
- 5.15 - Standard VIII: Board-Superintendent Relations
- 5.10 - Standard I: Mission, Vision, & Goals
- 5.10 - Standard V: Organizational & Cultural Leadership
- 5.06 - Standard II: Policy
- 4.68 - Standard VII: Professional Leadership
- 4.48 - Standard IV: Educational Leadership

*Averages range from 1.00-6.00 with averages closer to 6.00 indicating strengths and averages closer to 1.00 indicating areas for growth.
Scale: Excellent (6.00); Good (5.00); Average (4.00); Unsure (3.00); Fair (2.00); Poor (1.00)*

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3

Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

Indicator	Avg.	
a. Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.	5.3	a.
b. Assumes the key leadership role and responsibility for growth and improved student learning.	5.0	b.
c. Seeks input from the board when appropriate.	5.5	c.
d. Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals.	4.8	d.
e. Effectively utilizes data to guide and monitor progress of district goals.	5.2	e.
f. Implements and monitors progress of the district/strategic plan.	4.7	f.
g. Identifies and proactively addresses potential barriers to ensure the success of the school district.	5.2	g.

Note: The averages range from 1.00-6.00 with averages closer to 6.00 indicating strengths and averages closer to 1.00 indicating areas for growth.

● Excellent
 ● Good
 ● Average
 ● Fair
 ● Poor
 ● Unsure

Values are as follows:

Excellent: 6 Good: 5 Average: 4 Fair: 2 Poor: 1 Unsure: 3

Standard I: Mission, Vision, & Goals

Provide evidence to support your choices above.

Suggested supplemental evidence for this standard includes but is not limited to:

- District strategic plan/district goals
- School improvement team
- Student performance data
- Engagement/communication plan
- Plan for implementing, monitoring and reporting progress of strategic plan/district goals
- School improvement plan (including updates/assessment of progress and modifications)
- Superintendent performance plan aligned with district priorities and indicators to measure progress and success
- Meeting agendas/minutes

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If you were to suggest one area of growth in the superintendent's performance within Mission, Vision, & Goals for the upcoming year, what would it be?

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FOLLOWING THE SUPERINTENDENT EVALUATION, THE SUPERINTENDENT AND BOARD WILL:

- Adopt a timeline and develop goals to address the improvement and growth of the superintendent's performance in the identified areas as set forth in the evaluation summary
- At the conclusion of the evaluation process, it is important that all board members return their individual copies of the evaluation and the executive summary to the Board President for appropriate and secure disposal
- The Superintendent and Board President will sign one copy and that official copy will be placed in the superintendent's personnel file.
- Schedule and advertise a board work session to review the results of the assessment
- Discuss the success of the board and consider areas of growth
- Establish goals to address areas of growth, define performance indicators to measure progress, and set timelines to review, update and amend goals as progress is realized

Or,

Request support of the NASB Board Leadership team to facilitate a board retreat to lead the board through the review of the Board Self-Assessment Summary and establish board goals.

If the board would value additional support from the NASB Board Leadership Department to facilitate the development of goals, a board retreat will be scheduled and the fee for the evaluation will be waived. A board retreat fee will be assessed plus reasonable travel expenses.



Ralston Public Schools Superintendent Self-Evaluation

Spring 2024

with Fall 2023 Comparisons

Superintendent Jason Buckingham



Effective Practices Overview

(listed highest to lowest)

<u>Self-Evaluation Spring 2024</u>	<u>Self-Rating</u>	<u>Self-Evaluation Fall 2023</u>	<u>Self-Rating</u>
(7) Systems Leadership and Management	4.0	(7) Systems Leadership and Management	4.0
(1) Shared Vision and Strategic Direction	3.0	(1) Shared Vision and Strategic Direction	3.0
(2) Board, Policy, and the Education System	3.0	(2) Board, Policy, and the Education System	3.0
(4) Continuous Improvement and Accountability	3.0	(4) Continuous Improvement and Accountability	3.0
(6) Personnel Leadership	3.0	(8) Equity, Climate, and Culture	3.0
(8) Equity, Climate, and Culture	3.0	(9) Leadership, Conduct, and Professional Growth	3.0
(9) Leadership, Conduct, and Professional Growth	3.0	(3) Collaboration with Families and Community	2.0
(3) Collaboration with Families and Community	2.0	(5) Teaching and Learning	2.0
(5) Teaching and Learning	2.0	(6) Personnel Leadership	2.0

Averages range from 1.00-4.00 with averages closer to 4.00 indicating strengths and averages close to 1.00 indicating areas for growth.

Scale: Unsatisfactory (1.00); Basic (2.00); Proficient (3.00); Distinguished (4.00)

(1) Shared Vision and Strategic Direction

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

Indicators and Evidence

1. Develops and implements a shared vision and strategic direction that guides the district into supporting high expectations for student achievement.
 - *Evidence: Documentation of a shared vision and strategic direction supports high expectations of student achievement and accomplishment, developed with specific strategies, measurable outcomes and timelines.*
2. Partners with the board of education and key community constituents in the development of the shared vision and strategic direction.
 - *Evidence: Documentation of collaborative development of the shared vision and strategic direction involving board members and key community constituents.*
3. Ensures the shared vision and strategic direction represents the current and future needs of the district and school community.
 - *Evidence: Community engagement meetings and surveys solicit input and feedback on the vision and strategic direction from diverse stakeholders and constituents.*
4. Engages constituents within the district and school community to develop a commitment to the shared vision and the strategic direction.
 - *Evidence: Board, staff, community presentations and updates routinely model commitment to the shared vision and strategic direction.*
5. Continually models and reinforces commitment to the shared vision through the use of diverse communication strategies.
 - *Evidence: Newsletters, articles, and information on the district website routinely provide constituents with information and updates related to the shared vision and strategic direction.*
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from students, parents, teachers, administrators, board members, and the community.
 - *Evidence: Feedback processes such as surveys, formal and informal meetings, or committees solicit input from students, parents, teachers, administrators, board members, and the community.*

Unsatisfactory

- Shared vision and strategic direction are not documented
- Constituents and stakeholders have no or limited engagement in the vision/direction
- No evidence of routine feedback or review

Basic

- Vision or direction is documented
- Some evidence of constituent engagement
- Some evidence of feedback and review

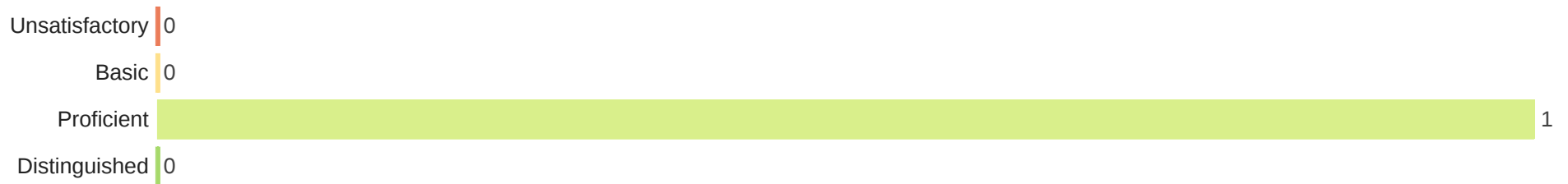
Proficient

- Vision and direction are documented and used to guide the district
- Evidence of engagement with constituents in development and implementation of strategic direction
- Evidence of progress, feedback, and review

Distinguished

- Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district
- Evidence of engagement with constituents in development and implementation of strategic direction
- Evidence of progress, feedback, and review including input from board, administrators, teachers, students, and parents

(1) Shared Vision and Strategic Direction



Effective Practice	Average
Shared Vision and Strategic Direction	3.00

Fall 2023 Response:
1. 3.00

Narrative:

We are actively involved in rewriting our Purpose and Direction statements and our five year strategic plan. Currently we are analyzing data from our staff, students, parents and other stakeholders to use as inputs in the development of our shared vision. Data from our survey, from the Cognia accreditation visit and from the ELEOT are all being utilized in determining the makeup of our new plan. We have worked closely with the BOE during a couple of retreats to share information and to take guidance from the BOE to help determine the best course forward for RPS.

(2) Board, Policy, and the Education System

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

Indicators and Evidence

1. Actively and continually fosters board relationships, and keeps board members informed and engaged in development.
 - Evidence: Board agendas and board communication keep board members informed; and strategies, such as board committees or board professional development, keep board members engaged in a proactive process focused on district needs and policy priorities.
2. Proactively responds to district needs and policy priorities.
 - Evidence: Board agendas, reports, and communication are used to inform board and community members on district needs and policy priorities.
3. Provides leadership in the compliance, review, and development of local policy.
 - Evidence: Board policies are current, aligned with state and local policy, and keep the district in compliance with state and federal regulations.
4. Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision and strategic direction.
 - Evidence: Reports to board members and staff demonstrate up-to-date information on state or federal policy, as needed.
5. Collaboratively works to influence local, district, state, and national decisions impacting
 - Evidence: Board reports, board communication, and professional development show evidence of engagement of key stakeholders and participation in activities that support district, state, and national policy decisions that impact student learning.

Unsatisfactory

- Limited or inconsistent communication with board members
- Policies are outdated, not in compliance with state or federal law, or not routinely reviewed
- No evidence of collaborative practice to influence decisions impacting student learning

Basic

- Provides updates and communicates regularly with board members
- Policies are routinely updated
- Uses some collaborative strategies at the local level

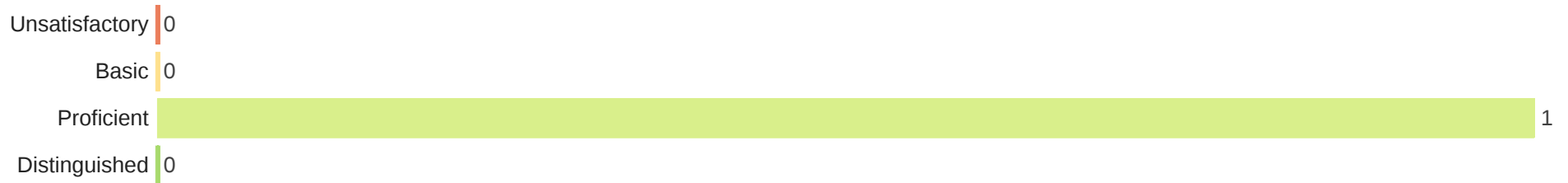
Proficient

- Engages board members in district needs and policy priorities
- Policies are consistently reviewed and developed to incorporate state or federal policy, as needed
- Some evidence of strategies to influence local, state, and national decisions

Distinguished

- Actively and consistently engages board members in district needs and policy priorities
- Evidence of leadership in compliance, review, and development of local policies
- Evidence of collaborative support to influence local, state, and national decision

(2) Board, Policy, and the Education System



Effective Practice	Average
Board, Policy, and the Education System	3.00

Fall 2023 Response:
2. 3.00

Narrative:

We have made policy review a consistent agenda item over the past year. With the help of our BOE President, we have developed a system for prioritizing and reviewing policies at nearly every board meeting. We have promoted the education of our BOE members by attending multiple NASB trainings, and have worked to bring deeper understanding to our BOE members during our Subcommittee meetings.

I currently serve as the co-chair for the GNSA Legislative and have worked to keep our BOE and other members of GNSA up to speed on developments at the state level. I have met several times with our Senator, and with Senators from other districts to try and promote RPS and our needs.

(3) Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Indicators and Evidence

1. Communicates regularly and openly with families and stakeholders in the community about the district, school(s), students, needs, challenges and accomplishments.
 - Evidence: Newsletters, newspaper articles, web articles, and communication plan/goals exist with timelines and benchmarks.
2. Maintains a presence in the district/school community to understand its strengths and needs.
 - Evidence: Participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.
3. Understands and is engaged with community needs, priorities, and resources.
 - Evidence: Community surveys, data on community needs, and community engagement plan/goals exist with timelines and benchmarks.
4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.
 - Evidence: Reports, presentations, and updates demonstrate collaboration within organizations; and activities and professional development reinforce collaboration between administrators and teachers. Strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community. School climate surveys include input from students, teachers, parents and the community, and results are shared internally and externally.
 - Evidence: Open houses, family nights, parent-teacher conferences, and individualized educational planning involve collaboration between administrators, teachers, families, and the community.

Unsatisfactory

- Little or no evidence of collaboration in the organization
- Little or no evidence of consistent communication with families and stakeholders
- Little or no evidence of engagement with community organizations, or community activities
- Little or no evidence of identification of community needs, priorities, or resources

Basic

- Some evidence of collaboration in the organization
- Some communication of school activities with families through newsletters and/or district website
- Participates in some community organizations or activities such as the Chamber and service organizations
- Demonstrates awareness of community needs, priorities, and resources

Proficient

- Routinely collaborates with board members and staff
- Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement
- Actively involved in community organizations or activities, such as the Chamber, or service organizations
- Recognizes some community needs, priorities, or resources in the district and school planning.
- Ensures engagement of administrators, teachers, families, and community

Distinguished

- Models collaboration and supports staff collaboration throughout the organization
- Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement
- Provides leadership and active participation in community organizations or activities such as the Chamber or service

(3) Collaboration with Families and Community



Effective Practice	Average
Collaboration with Families and Community	2.00

Fall 2023 Response:
3. 2.00

Narrative:

This is an area of continued growth for me. I have spent a good deal of time attending activities and being involved in community groups, but there is still room for growth. Currently I am a member of the Bridge Board (Vice President), MOEC, Ralston Schools Foundation, GNSA (co-chair Legislative Committee) and the Wiebe Board. Each of these organizations allows me to expand my connections with other school districts and with community members outside of RPS. Each meeting, I inform the BOE of the activities and events I have attended in an effort to show the BOE my commitment to supporting our programs and our students.

(4) Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Indicators and Evidence

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for student success.
 - Evidence: Board policies and procedures define a system of accountability and reports and presentations keep the board and community informed about district and school accountability.
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
 - Evidence: Board reports and presentations keep the board informed of emerging trends and innovative strategies to continually improve all schools in the district.
3. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
 - Evidence: Robust, comprehensive strategic/school improvement plans for the district and each school are based on comprehensive and current information on student progress and achievement, with specific goals and benchmarks aligned with state and national indicators of quality and best practice.
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
 - Evidence: Multiple data sources are used and clearly explained in board reports and board recommendations.
5. Engages families and communities on student needs, successes, and challenges on a regular basis.
 - Evidence: Administrative and board reports routinely provide information regarding activities to engage the family and community on student needs, successes, and challenges.
6. Aligns district processes with state and national indicators of quality, accreditation, and accountability.
 - Evidence: Board reports provide information on school and district accountability and accreditation (NDE Rule 10); and district policies, procedures, and practice align with state and national expectations of accreditation and accountability.

Unsatisfactory

- Little or no evidence of innovation or continuous improvement
- Little or no evidence of student information guiding decision-making
- Little or no evidence of use of quality indicators to guide district planning or practice

Basic

- Some evidence of continuous improvement and innovation
- Student information is used to guide decision-making
- Some quality indicators/accreditation standards guide district planning and practice

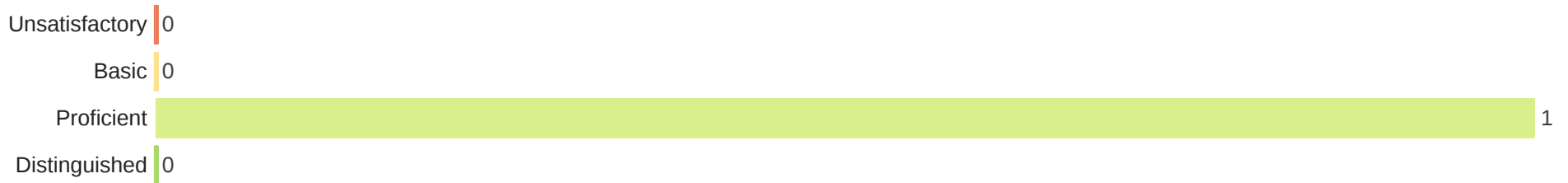
Proficient

- Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process
- Information on student progress and achievement is used for planning and decision-making
- Alignment between district and state quality indicators for accreditation and accountability

Distinguished

- Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation
- Comprehensive and current information on student progress and achievement is available and utilized in decision-making
- Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability

(4) Continuous Improvement and Accountability



Effective Practice	Average
Continuous Improvement and Accountability	3.00

Fall 2023 Response:
4. 3.00

Narrative:

This is and will forever be an area of emphasis for our district. We have made some good gains in this area in laying the foundations for change and accountability. To date, we have not yet taken our state assessments to gauge the amount of improvement. We most likely will see little to no growth this first year of reading implementation, but I am anticipating seeing gains starting with next year. We monitor student growth and achievement very closely, and we are very intentional about sharing that information with our Board and staff. We need to continue to keep our focus on continuous improvement in order to achieve at our highest possible level.

Attendance is an area of improvement we have observed over the course of my first year. Though we have stagnated some recently, we have still witnessed very good gains in our first year of intentionally focusing on student attendance. We will continue to make this a priority in our district for the next several years as we try and get back to the state average.

(5) Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators and Evidence

1. Ensures the implementation of a coherent system of curriculum, instruction and assessment that aligns with the shared vision, is culturally responsive and embodies high expectations.
 - Evidence: District curriculum and program expectations have been board approved and are available for review; information on general instructional practices or an instructional framework is available for review; and district assessment and grading practices are board approved, when appropriate and available for review.
2. Communicates high expectations for student achievement that is accomplished by a data-driven approach that produces effective results.
 - Evidence: District or school improvement plans clearly articulate data-driven high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).
3. Ensures district/school curriculum and programs are research-based and innovative and provide learning experiences and opportunities that lead all students to success at the next level.
 - Evidence: Board reports, presentations and student achievement data reflect that processes are in place to ensure curriculum and programs are developed using research-based and innovative practices and are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead all students to success at the next level.
4. Ensures curricular and programmatic expectations are available for review and input by students, parents, and community members.
 - Evidence: District curriculum and program expectations are available for review; and a process for student, parent, and community input is identified in district policy, procedures, or practices.
5. Monitors and supports the implementation of research-based, instructional practices.
 - Evidence: Board reports and presentations, as well as district procedures and practices, reflect the teacher's use of high expectations and instructional best practices.

Unsatisfactory

- Little or no evidence of high expectations of student achievement
- Little or no evidence of a written curriculum
- Little or no evidence of programmatic or curriculum review or input
- Little or no evidence of consistency or continual improvement of instructional practices

Basic

- Some evidence of high expectations of student achievement
- Written curriculum is evident in most subject areas
- Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community
- Instructional practices have some consistency and some ongoing improvement

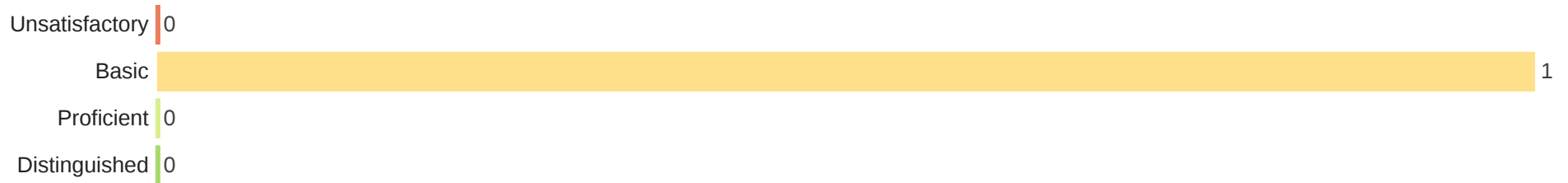
Proficient

- High expectations are clearly and consistently communicated and monitored
- Written curriculum is developed, monitored, and adjusted
- Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community
- Instructional process and practices are consistent with ongoing improvement

Distinguished

- Data-driven high expectations of student achievement and monitoring of progress
- Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted
- Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input
- Continual improvement of Instructional processes is monitored and enhanced with best practices

(5) Teaching and Learning



Effective Practice	Average
Teaching and Learning	2.00

Fall 2023 Response:
5. 2.00

Narrative:

This is an area of growth for me as well. We have set the foundations for our expectations and our pathway towards improvement. The installment of our new reading curriculum grades K-8 is a large undertaking, and has taken a good deal of our time and energy to date. We will continue to focus on implementing this curriculum with fidelity across our district.

We do need to complete work on drafting an instructional model for our district at all levels. This is a multi-year process and will take a great deal of time and collaboration to develop. However, at the cabinet level, we are becoming more clear in our expectations and our vision in improving our existing systems. Incorporating more data driven decision making into our process is necessary for us in continuing to improve on the quality of teaching and learning in our district.

(6) Personnel Leadership

The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

Indicators and Evidence

1. Ensures the necessary personnel and financial resources are allocated to achieve the district's shared vision and strategic direction.

- Evidence: Board reports, presentations and the district budget reinforce that personnel and financial systems are in place to achieve the district's vision and strategic direction.

- Evidence: Budget and hiring processes and timelines are available and communicated to the board members and the community.

2. Implements human resources systems and processes that address:

- recruitment, hiring and induction;

- evaluation and retention; and

- short-term and long-term planning reflective of personnel needs.

- Evidence: Communication processes inform board members and community regarding recruitment and employment opportunities within the school district. District procedures are in place and available for review by board members and the community regarding the evaluation process of all personnel. Strategies for recognition and positive reinforcement of all personnel are used to support retention. Board reports, presentations, and personnel data reflect district policies and procedures are in place and consistently used to support personnel needs in the district. Short-term and long-term plans are in place to support recruitment, development and retention of all personnel.

3. Creates a comprehensive system of professional development for all personnel.

- Evidence: District policies, procedures and practice define professional development expectations. School improvement plans delineate professional development expectations and needs for improving student achievement. The superintendent's professional development plan aligns with district needs and priorities and demonstrates a commitment to lifelong learning.

Unsatisfactory

- Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan

- Little or no evidence of short or long-term personnel planning

- Little or no evidence of modeling lifelong learning

Basic

- Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction

- Some evidence of short-term and long-term personnel planning

- Some evidence of participation in lifelong learning activities

Proficient

- Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction

- Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place

- Evidence of ongoing modeling of lifelong learning

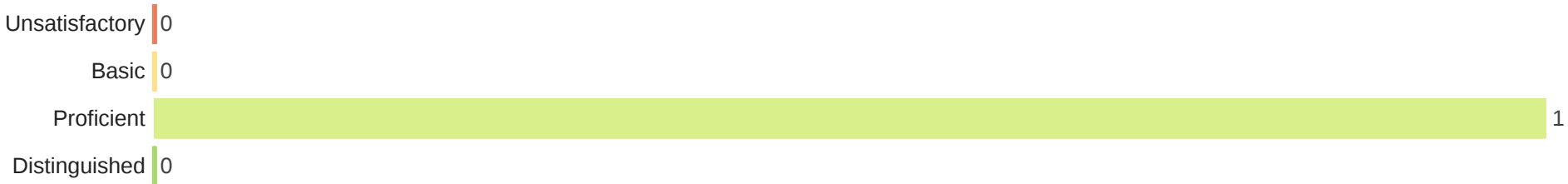
Distinguished

- Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction

- Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored

- Models lifelong learning by engaging and applying ongoing professional development

(6) Personnel Learning



Effective Practice	Average
Personnel Learning	3.00

Fall 2023 Response:
6. 2.00

Narrative:

This has been an area of improvement in my first year. We are using data and enrollment trends to prioritize the addition or repurposing of staff members on a more consistent basis. Adding our middle grades newcomer program is an example of data-driven decision making in the area of personnel. We have more work to do in the area of recruitment and retention of staff going forward, and this will be an area of emphasis as we begin to prepare for the 2025-2026 hiring season.

(7) Systems Leadership and Management

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Indicators and Evidence

1. Ensures business processes and systems are in place for budgeting and financial planning.

○ Evidence: Board reports on budget and financial status demonstrate district policies, procedures, and practices are aligned with effective use of business processes and systems in all aspects of the district's finances.

2. Communicates expectations that align board and district vision with the use of physical and financial resources of the district.

○ Evidence: Board reports and presentations on use of physical and financial resources reflect an alignment with the district's shared vision, strategic direction, district or school improvement plans, and the priority of student learning and student success.

3. Uses a systems approach that optimizes the use of facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.

○ Evidence: Short-term and long-term plans for facilities and transportation are available and routinely updated; facilities are clean, updated, safe, and secure. Facilities, grounds and vehicles are well-maintained, clean and safe. Schools and classrooms are inviting, engaging and student-centered.

4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources of the district.

○ Evidence: District policies, procedures, and practices define processes for handling conflict, and routine communication keeps board members informed of operational issues and the resolution of such issues.

Unsatisfactory

-Business processes are out of date and not clearly linked to student learning and success

-Facilities/Transportation are not up-to-date, clean, safe, and secure

-Little evidence of building consensus, managing conflict, and resolving operational issues

Basic

-Most business processes in place and using current best practices but not clearly linked to student learning and success

-Some evidence of facility/transportation planning, with fairly clean and safe facilities

-Manages operational issues with little or no conflict

Proficient

-Business processes are in place using current best practices with a clear priority on student learning and success

-Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure

-Manages operational issues with little or no conflict and builds some consensus

Distinguished

-Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success

-Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles

-Identifies and resolves operational issues, manages conflict, and builds consensus

(7) Systems Leadership and Management



Effective Practice	Average
Systems Leadership and Management	4.00

Fall 2023 Response:
7. 4.00

Narrative:

An area of strength for me. Continuing to be a part of, and seeing our visions become reality in the area of facility improvements has been very rewarding. We have worked to keep the BOE up to date and current on the most recent developments, and are progressing at a quicker rate than we had originally anticipated. There are some more challenges ahead of us next year as we need to look at our compensation structure in our certified staff negotiations.

(8) Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

1. Creates a school system in which shared vision on equity and equitable practices are the norm.
 - Evidence: District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.
2. Develops processes and programs that support the academic, physical, social, and emotional growth of all students.
 - Evidence: District policies, procedures, practices and programs clearly support the academic, physical, social, and emotional growth of all students.
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff and all students.
 - Evidence: The superintendent uses oral and written communication strategies, and problem-solving strategies with the board, staff, students, parents, and the community that convey a positive and responsive culture of high expectations.

Unsatisfactory

- Little of no evidence of a shared vision on equity or equitable practices
- Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust
- Little or no evidence of a responsive culture of high expectations

Basic

- Some evidence of shared vision on equity and equitable practices
- Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust
- Some evidence of a responsive culture of high expectations

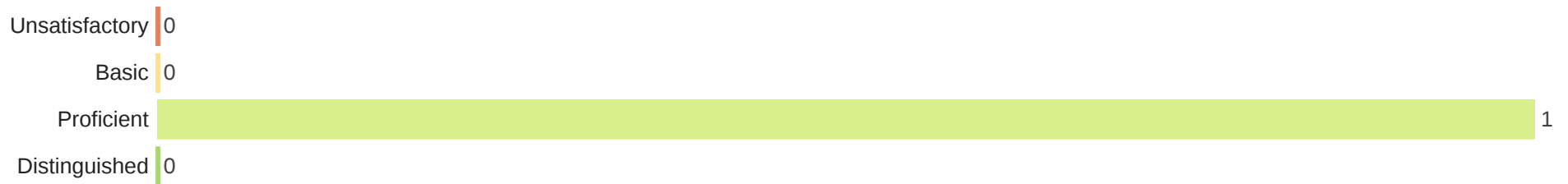
Proficient

- Shared vision on equity and equitable practices is evident through professional learning
- Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures
- Communication processes promote a culture of high expectations for self, staff, and all students

Distinguished

- Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey
- Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey
- Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students

(8) Equity, Climate, and Culture



Effective Practice	Average
Equity, Climate, and Culture	3.00

Fall 2023 Response:
8. 3.00

Narrative:

We are continuing our work with Equity Walks in selected classrooms throughout the district. This has been an educational experience as it allows administrators and teachers the opportunity to evaluate our teaching strategies and our learning environments from a different lens. We have also taken measure of our culture and climate in our district through the use of our strategic planning survey and our external visit.

(9) Leadership, Conduct, and Professional Growth

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators and Evidence

1. Leads with dignity and respect.

○ Evidence: The superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that convey dignity and respect.

2. Ensures implementation of policy and practice is consistent.

○ Evidence: District policies and procedures guide the decision-making process to be just, fair, and equitable; and the superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that demonstrate decisions are just, fair, and equitable.

3. Models and articulates ethical behavior.

○ Evidence: District policies and procedures are grounded in an ethical framework, and the superintendent models and leads with integrity and ethical behavior.

4. Consistently holds others in the district accountable for demonstrating integrity and ethical behavior.

○ Evidence: District policies and procedures are grounded in an ethical framework, and the superintendent holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.

5. Participates in professional growth and leadership opportunities to model the continuous improvement needs of self and the organization.

○ Evidence: The superintendent's professional development plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.

Unsatisfactory

-Does not demonstrate dignity or respect when communicating with students, staff, families, or community members

-Decisions do not appear to be just, fair, or equitable

-Does not model or hold others accountable for demonstrating ethical behavior

-Does not participate in professional development or leadership activities

Basic

-Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members

-Decisions do not consistently appear to be just, fair or equitable

-Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior

-Participates in some professional development

Proficient

-Demonstrates dignity and respect when communicating with students, staff, families, or community members

-Most decisions appear to be just, fair, or equitable

-Models ethical behavior and generally holds others accountable for demonstrating ethical behavior

-Participates in professional development that is aligned with district vision and direction

Distinguished

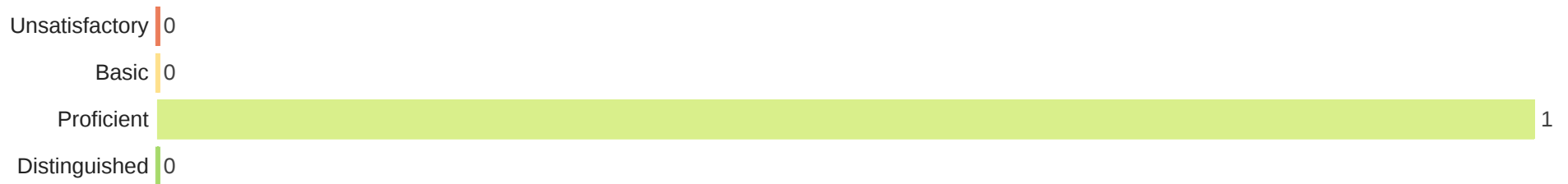
-Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members

-Decisions consistently appear to be just, fair, and equitable

-Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior

-Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community

(9) Leadership, Conduct, and Professional Growth



Effective Practice	Average
Leadership, Conduct, and Professional Growth	3.00

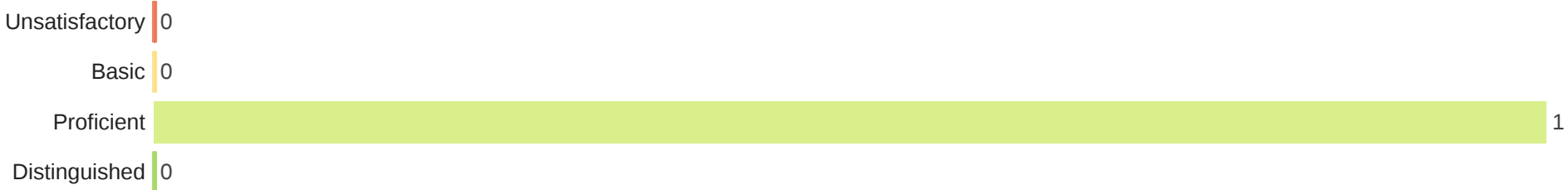
Fall 2023 Response:
9. 3.00

Narrative:

I'm hopeful my interactions with people, irregardless if they are student, parents, staff, patrons, board or educational community members have been positive and professional. I try to represent our district in the best possible light by being ethical, responsible and fair.

I have furthered my own professional development by attended or leading several different trainings including but not limited to: MOEC, NASB, ESU 3 Superintendents, NCSA, GNSA, Trailblazer's Conference meetings and the continued participation in an independent superintendent mentoring program. Each of these opportunities has helped to strengthen my knowledge base, and has made me more effective in my role as superintendent.

Summary of Evaluation



Effective Practice	Average
Summary of Evaluation	3.00

Fall 2023 Response:
Summary. 3.00

Narrative:

As I reflect and continue to grow into this role. There are some areas of strength and some areas of improvement. My personal goal is continue on with our current improvement plan, to continue to complete construction projects and to help our district evolve to meet the changes of our community. I hope to continue on in my development for several years to come. Thank You for allowing me to be the Superintendent of this district during these historic times!



RALSTON PUBLIC SCHOOLS
SUPERINTENDENT EVALUATION
2024 EXECUTIVE SUMMARY

RALSTON PUBLIC SCHOOLS
SUPERINTENDENT EVALUATION
2024 EXECUTIVE SUMMARY

IMPORTANT INSTRUCTIONS: The superintendent evaluation is a personnel document; therefore, it is not subject to a public record request. This protects the document if it is brought to the board table during the board meeting.

The Association recommends that the board discuss the superintendent evaluation results in open session. If there are areas of growth that could potentially jeopardize the reputation of the superintendent if discussed in public, the board president may wish to contact the school attorney to receive instruction regarding a closed session discussion on that topic.

At the conclusion of the evaluation discussion, the board must vote to accept the superintendent evaluation summary. It is important that all board members return their individual copy of the evaluation and the executive summary to the Board President for appropriate and secure disposal. The Superintendent and Board President will sign, and date one copy and that official copy will be placed in the superintendent's personnel file. A copy of the board summary resides on a secure server at the Association and is always available to the board if needed.

Scale: 1.00-4.00

4.00=Distinguished; 3.00=Proficient; 2.00=Basic; 1.00=Unsatisfactory

	2024	2023
Highest Board Scoring Effective Practice	(7) Systems Leadership and Management (4.00)	(7) Systems Leadership and Management (3.67)
Highest Self Scoring Effective Practice	(7) Systems Leadership and Management (4.00)	(7) Systems Leadership and Management (4.00)
Lowest Board Scoring Effective Practice	(5) Teaching and Learning (2.17)	(3) Collaboration with Families and Community; (5) Teaching and Learning; (6) Personnel Leadership (all 2.17)
Lowest Self Scoring Effective Practice	(3) Collaboration with Families and Community; (5) Teaching and Learning (both 2.00)	(3) Collaboration with Families and Community; (5) Teaching and Learning; (6) Personnel Leadership (all 2.00)

EFFECTIVE PRACTICE: (1) SHARED VISION AND STRATEGIC DIRECTION

	2024	2023
Average Board Score	2.50 ↓	2.83
Average Self Score	3.00	3.00

EFFECTIVE PRACTICE: (2) BOARD, POLICY, AND THE EDUCATION SYSTEM

	2024	2023
Average Board Score	3.33 ↓	3.50
Average Self Score	3.00	3.00

EFFECTIVE PRACTICE: (3) COLLABORATION WITH FAMILIES AND COMMUNITY

	2024	2023
Average Board Score	2.67 ↑	2.17 – Tied Lowest EP
Average Self Score	2.00 – Tied Lowest EP	2.00 – Tied Lowest EP

EFFECTIVE PRACTICE: (4) CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY

	2024	2023
Average Board Score	2.50 ↓	2.83
Average Self Score	3.00	3.00

EFFECTIVE PRACTICE: (5) TEACHING AND LEARNING

	2024	2023
Average Board Score	2.17 – Lowest EP	2.17 – Tied Lowest EP
Average Self Score	2.00 – Tied Lowest EP	2.00 – Tied Lowest EP

EFFECTIVE PRACTICE: (6) PERSONNEL LEADERSHIP

	2024	2023
Average Board Score	2.83 ↑	2.17 – Tied Lowest EP
Average Self Score	3.00	2.00 – Tied Lowest EP

EFFECTIVE PRACTICE: (7) SYSTEMS LEADERSHIP AND MANAGEMENT

	2024	2023
Average Board Score	4.00 – Highest EP ↑	3.67 – Highest EP
Average Self Score	4.00 – Highest EP	4.00 – Highest EP

EFFECTIVE PRACTICE: (8) EQUITY, CLIMATE, AND CULTURE

	2024	2023
Average Board Score	2.83 ↑	2.67
Average Self Score	3.00	3.00

EFFECTIVE PRACTICE: (9) LEADERSHIP, CONDUCT, AND PROFESSIONAL GROWTH

	2024	2023
Average Board Score	3.50 ↑	3.33
Average Self Score	3.00	3.00

SUMMARY OF EVALUATION

	2024	2023
Average Board Score	3.00 ↑	2.83
Average Self Score	3.00	3.00

2024 CONCLUSION OF EXECUTIVE SUMMARY:

Board Identified Areas of Growth:

1. (5) Teaching and Learning
2. (4) Continuous Improvement and Accountability
3. (1) Shared Vision and Strategic Direction

Superintendent Identified Areas of Growth:

1. (5) Teaching and Learning
2. (3) Collaboration with Families and Community

TOP (3) PRIORITY AREAS OF GROWTH: to be addressed through superintendent goals.

- 1.
- 2.
- 3.

NASB PROPOSED SUPERINTENDENT GOAL

Both the superintendent and the board identified Teaching and Learning and Continuous Improvement and Accountability as areas of growth in the evaluation this spring. NASB has identified one superintendent goal for the district to consider based upon the area Teaching and Learning. We recommend that the district utilizes this goal as a template and makes modifications to best support the district's needs. We also recommend that the district utilizes the other areas of growth to develop additional superintendent goals going forward.

Superintendent Goal 1: The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

- 1.a. Continue utilizing data-driven approach regarding student achievement.
- 1.b. Improvement of instructional processes.
- 1.c. Written curriculum is available in all subject areas and all programs for review and input. Curriculum is routinely monitored and adjusted.

INSTRUCTIONS FOR NEXT STEPS: The board will include the superintendent evaluation on the board meeting agenda to celebrate the success of the superintendent and to address areas of growth. It is recommended that the board adopt a timeline and develop goals to address the improvement and growth of the superintendent's performance in the identified areas as set forth in the evaluation summary. The timeline will ensure that updates of progress and success are presented to the board by the superintendent. Note: The superintendent evaluation is a personnel document; therefore, it is not subject to a public record request. At the conclusion of the evaluation process, it is important that all board members return their individual copies of the evaluation and the executive summary to the Board President for appropriate and secure disposal. The Superintendent and Board President will sign one copy and that official copy will be placed in the superintendent's personnel file.

Please note: If the board would value additional support from the NASB Board Leadership Department to facilitate the development of goals, a board retreat will be scheduled and the fee for the evaluation will be waived. A board retreat fee will be assessed plus reasonable travel expenses.



Ralston Public Schools Superintendent Evaluation Spring 2024

with Fall 2023 Comparisons



Superintendent

Jason Buckingham

Board of Education

Robin Richards, President

Carrie Hough

Katie Krause

Elizabeth Kumru

Mary Roarty

Samantha Willey

Effective Practices Overview

(listed highest to lowest)

<u>Board Evaluation Spring 2024</u>	<u>Average</u>	<u>Board Evaluation Fall 2023</u>	<u>Average</u>
(7) Systems Leadership and Management	4.00	(7) Systems Leadership and Management	3.67
(9) Leadership, Conduct, and Professional Growth	3.50	(2) Board, Policy, and the Education System	3.50
(2) Board, Policy, and the Education System	3.33	(9) Leadership, Conduct, and Professional Growth	3.33
(6) Personnel Leadership	2.83	(1) Shared Vision and Strategic Direction	2.83
(8) Equity, Climate, and Culture	2.83	(4) Continuous Improvement and Accountability	2.83
(3) Collaboration with Families and Community	2.67	(8) Equity, Climate, and Culture	2.67
(1) Shared Vision and Strategic Direction	2.50	(3) Collaboration with Families and Community	2.17
(4) Continuous Improvement and Accountability	2.50	(5) Teaching and Learning	2.17
(5) Teaching and Learning	2.17	(6) Personnel Leadership	2.17

Averages range from 1.00-4.00 with averages closer to 4.00 indicating strengths and averages close to 1.00 indicating areas for growth.

Scale: Unsatisfactory (1.00); Basic (2.00); Proficient (3.00); Distinguished (4.00)

(1) Shared Vision and Strategic Direction

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

Indicators and Evidence

1. Develops and implements a shared vision and strategic direction that guides the district into supporting high expectations for student achievement.
 - *Evidence: Documentation of a shared vision and strategic direction supports high expectations of student achievement and accomplishment, developed with specific strategies, measurable outcomes and timelines.*
2. Partners with the board of education and key community constituents in the development of the shared vision and strategic direction.
 - *Evidence: Documentation of collaborative development of the shared vision and strategic direction involving board members and key community constituents.*
3. Ensures the shared vision and strategic direction represents the current and future needs of the district and school community.
 - *Evidence: Community engagement meetings and surveys solicit input and feedback on the vision and strategic direction from diverse stakeholders and constituents.*
4. Engages constituents within the district and school community to develop a commitment to the shared vision and the strategic direction.
 - *Evidence: Board, staff, community presentations and updates routinely model commitment to the shared vision and strategic direction.*
5. Continually models and reinforces commitment to the shared vision through the use of diverse communication strategies.
 - *Evidence: Newsletters, articles, and information on the district website routinely provide constituents with information and updates related to the shared vision and strategic direction.*
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from students, parents, teachers, administrators, board members, and the community.
 - *Evidence: Feedback processes such as surveys, formal and informal meetings, or committees solicit input from students, parents, teachers, administrators, board members, and the community.*

Unsatisfactory

- Shared vision and strategic direction are not documented
- Constituents and stakeholders have no or limited engagement in the vision/direction
- No evidence of routine feedback or review

Basic

- Vision or direction is documented
- Some evidence of constituent engagement
- Some evidence of feedback and review

Proficient

- Vision and direction are documented and used to guide the district
- Evidence of engagement with constituents in development and implementation of strategic direction
- Evidence of progress, feedback, and review

Distinguished

- Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district
- Evidence of engagement with constituents in development and implementation of strategic direction
- Evidence of progress, feedback, and review including input from board, administrators, teachers, students, and parents

(1) Shared Vision and Strategic Direction

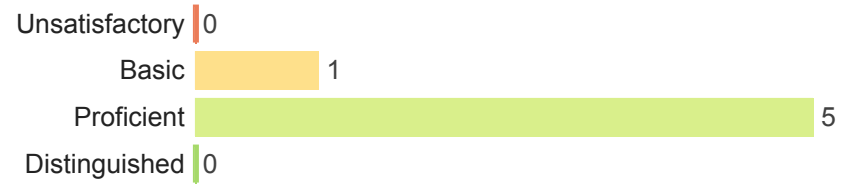
Effective Practice	Spring 2024 Average
Shared Vision and Strategic Direction	2.50

Effective Practice	Fall 2023 Average
Shared Vision and Strategic Direction	2.83

Spring 2024



Fall 2023



Spring 2024 Narrative:

This is a work in progress. Mr. Buckingham and his cabinet are doing a great job at their first round of strategic planning as a team. They have done an excellent job at collecting feedback from our community and different stakeholder groups. I appreciate the intention and manner in which the data was collected. Now that we have that information, Jason and his team, along with the board and other stakeholders, will enter into the task of crafting the plan. I have faith that they will recognize different points of view and backgrounds as they do, keeping our children's best interest at the forefront of decision making. I look forward to seeing where we are a year from now with this project and how they use our strategic plan to guide us through the future.

Mr. Buckingham is still in his first year but is making progress in this area. The timeline was presented to the board and sessions scheduled. The Cognia evaluation has been completed which included stakeholder engagement. The next step is to review the data and utilize the results to develop a new shared vision, strategic direction, and goals. He is on track to accomplish this at the end of his first year and in time to share the vision as the 2024-2025 school year kicks off.

Recent feedback from the Cognia report, staff, student and family surveys gives a strong foundation for continued vision and direction of the five year strategic plan.

much of this work is in process

With Mr. Buckingham still being in the first year, of this position, I feel there is still need for growth in this area. I anticipate that this will continue to move in a positive direction.

Jason has been deliberate in his efforts to get input from all our key constituents to refine our five-year strategic plan. He is dedicated to improving student achievement, which starts with a shared vision.

(2) Board, Policy, and the Education System

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

Indicators and Evidence

1. Actively and continually fosters board relationships, and keeps board members informed and engaged in development.
 - Evidence: Board agendas and board communication keep board members informed; and strategies, such as board committees or board professional development, keep board members engaged in a proactive process focused on district needs and policy priorities.
2. Proactively responds to district needs and policy priorities.
 - Evidence: Board agendas, reports, and communication are used to inform board and community members on district needs and policy priorities.
3. Provides leadership in the compliance, review, and development of local policy.
 - Evidence: Board policies are current, aligned with state and local policy, and keep the district in compliance with state and federal regulations.
4. Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision and strategic direction.
 - Evidence: Reports to board members and staff demonstrate up-to-date information on state or federal policy, as needed.
5. Collaboratively works to influence local, district, state, and national decisions impacting
 - Evidence: Board reports, board communication, and professional development show evidence of engagement of key stakeholders and participation in activities that support district, state, and national policy decisions that impact student learning.

Unsatisfactory

- Limited or inconsistent communication with board members
- Policies are outdated, not in compliance with state or federal law, or not routinely reviewed
- No evidence of collaborative practice to influence decisions impacting student learning

Basic

- Provides updates and communicates regularly with board members
- Policies are routinely updated
- Uses some collaborative strategies at the local level

Proficient

- Engages board members in district needs and policy priorities
- Policies are consistently reviewed and developed to incorporate state or federal policy, as needed
- Some evidence of strategies to influence local, state, and national decisions

Distinguished

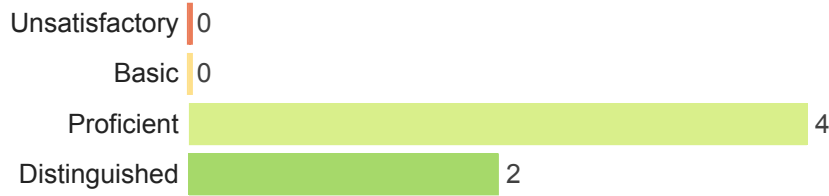
- Actively and consistently engages board members in district needs and policy priorities
- Evidence of leadership in compliance, review, and development of local policies
- Evidence of collaborative support to influence local, state, and national decision

(2) Board, Policy, and the Education System

Effective Practice	Spring 2024 Average
Board, Policy, and the Education System	3.33

Effective Practice	Fall 2023 Average
Board, Policy, and the Education System	3.50

Spring 2024



Fall 2023



Spring 2024 Narrative:

Thanks to the efforts of our board president, Robin, and Jason, policy review is back on track. The board now dedicates time during every meeting to review policies, ensuring we remain on schedule. Jason plays a key role by regularly consulting with the district's legal team to guarantee Ralston's policies comply with state and federal regulations.

Beyond his involvement in policy matters, Jason actively participates in the GNSA, possesses a deep understanding of ongoing state legislation, and maintains regular communication with state senators regarding legislative developments. He also emphasizes the importance of continuous education for board members.

Our board members are engaged at both state and national levels, taking advantage of training opportunities provided by NASB and NSBA. Three members serve on the legislative committee to scrutinize state legislative actions, while one member will soon visit congresspersons in Washington, D.C. alongside other NASB representatives. Additionally, another member serves on the NASB Board of Directors and the Nebraska Information Technology Commission Education Council. Robin also contributes actively to the Omaha area BOE presidents group.

Mr. Buckingham is very knowledgeable, in this area. His ability to communicate updates to the board in a way that all are able to understand, is much appreciated. I feel continuously informed and engaged, in development.

Active review of board policies at board meetings has taken a regular spot on the agenda. This is helpful to increase board knowledge as well as making sure that policy is consistent with other formal procedure and current law.

Superintendent Buckingham intentionally and with purpose keeps our board informed and on top of policy at the local, state, and national level. He engages board members and has good working relationships with each of us. He is a firm believer in our policies while being flexible enough to understand that some policies need to shift over time. He is always willing to learn more and take on a deeper understanding to make well informed and data driven decisions and to help us do the same. The addition of committee work and one on one meetings with our board members has really given us a chance to dive deeper into ideas and agenda items the need more understanding.

Jason was very involved with state policies and working groups this year. Internal policy review has been a priority

Mr. Buckingham provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists. He is engaged and knowledgeable regarding the current Legislative session and the potential impact of the proposed bills. He takes the time to submit written or personal testimony when necessary and does not hesitate to reach out to our Senators. Mr. Buckingham actively engages with area Superintendents to discuss best practices with policy and the potential impact of proposed bills. He actively participates on the Board of Education's Legislative Committee. He collaborates with our Legal teams to ensure that we follow newly passed legislation and to bring the suggested policy changes forward for board review.

(3) Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Indicators and Evidence

1. Communicates regularly and openly with families and stakeholders in the community about the district, school(s), students, needs, challenges and accomplishments.
 - Evidence: Newsletters, newspaper articles, web articles, and communication plan/goals exist with timelines and benchmarks.
2. Maintains a presence in the district/school community to understand its strengths and needs.
 - Evidence: Participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.
3. Understands and is engaged with community needs, priorities, and resources.
 - Evidence: Community surveys, data on community needs, and community engagement plan/goals exist with timelines and benchmarks.
4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.
 - Evidence: Reports, presentations, and updates demonstrate collaboration within organizations; and activities and professional development reinforce collaboration between administrators and teachers. Strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community. School climate surveys include input from students, teachers, parents and the community, and results are shared internally and externally.
 - Evidence: Open houses, family nights, parent-teacher conferences, and individualized educational planning involve collaboration between administrators, teachers, families, and the community.

Unsatisfactory

- Little or no evidence of collaboration in the organization
- Little or no evidence of consistent communication with families and stakeholders
- Little or no evidence of engagement with community organizations, or community activities
- Little or no evidence of identification of community needs, priorities, or resources

Basic

- Some evidence of collaboration in the organization
- Some communication of school activities with families through newsletters and/or district website
- Participates in some community organizations or activities such as the Chamber and service organizations
- Demonstrates awareness of community needs, priorities, and resources

Proficient

- Routinely collaborates with board members and staff
- Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement
- Actively involved in community organizations or activities, such as the Chamber, or service organizations
- Recognizes some community needs, priorities, or resources in the district and school planning.
- Ensures engagement of administrators, teachers, families, and community

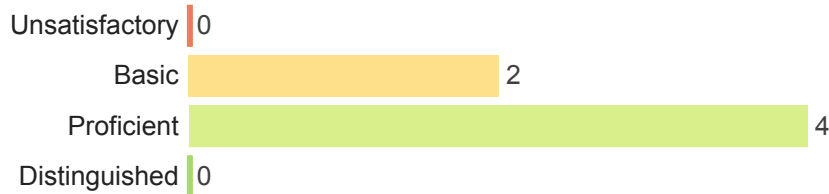
Distinguished

- Models collaboration and supports staff collaboration throughout the organization
- Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement
- Provides leadership and active participation in community organizations or activities such as the Chamber or service

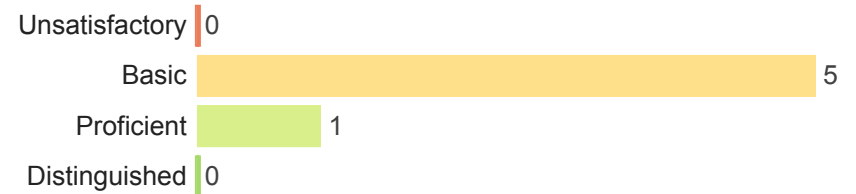
(3) Collaboration with Families and Community

Effective Practice	Spring 2024 Average	Effective Practice	Fall 2023 Average
Collaboration with Families and Community	2.67	Collaboration with Families and Community	2.17

Spring 2024



Fall 2023



Spring 2024 Narrative:

While this is an area that is recognized as needing improvement, Mr. Buckingham has made concerted efforts to involve more stakeholders and being more involved in community learning associations and school events.

Very involved with activities, especially at high school. Continue to work on broader community and family engagement.

There is a great deal of family communication happening in the form of newsletters and information being sent to families, coupled with the news stories and coverage have really highlighted the good work and high priority communication has in our district. Superintendent Buckingham has also prioritized being in the community in a physical and tangible way. He can be seen engaging and actively participating in all manner of activities in and outside our district. He strives to connect with our constituents and is doing a great job being present and available. With the first year wrapping up, I hope to see more community partnerships in the future but for now we need to keep our focus where it is.

Mr. Buckingham works with his cabinet to ensure the regular cadence of communication is happening at all levels. This is evident in the newsletters to families, school and district social media, and the willingness to share our stories with The World Herald staff. He has been transparent when communicating the district's challenges as well as the accomplishments. Mr. Buckingham spends time in the district and is present at events happening in our schools. He can even be found working at the concession stand, driving the shuttle bus, or calling Bingo! He has engaged our community through events like school tours (pre and post renovations) and the dedication of our sports complex. At the dedication, he recognized past coaches, politicians, community members, and business partners. Mr. Buckingham regularly meets with The Trailblazer conference committee. He is engaged with One World as they provide resources to our students and families.

Jason remains actively engaged in student activities and participates on community boards with regularity. This commitment aligns with one of the stretch goals assigned to him by the board, and he excels in his role by consistently being present and visible within the Ralston community.

In my observation, this is an area where Mr. Buckingham also acknowledges as an area, for growth. The amount of engagement that Mr. Buckingham has been intentional about, is much appreciated. I anticipate that this will continue to move, in a positive direction.

(4) Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Indicators and Evidence

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for student success.
 - Evidence: Board policies and procedures define a system of accountability and reports and presentations keep the board and community informed about district and school accountability.
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
 - Evidence: Board reports and presentations keep the board informed of emerging trends and innovative strategies to continually improve all schools in the district.
3. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
 - Evidence: Robust, comprehensive strategic/school improvement plans for the district and each school are based on comprehensive and current information on student progress and achievement, with specific goals and benchmarks aligned with state and national indicators of quality and best practice.
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
 - Evidence: Multiple data sources are used and clearly explained in board reports and board recommendations.
5. Engages families and communities on student needs, successes, and challenges on a regular basis.
 - Evidence: Administrative and board reports routinely provide information regarding activities to engage the family and community on student needs, successes, and challenges.
6. Aligns district processes with state and national indicators of quality, accreditation, and accountability.
 - Evidence: Board reports provide information on school and district accountability and accreditation (NDE Rule 10); and district policies, procedures, and practice align with state and national expectations of accreditation and accountability.

Unsatisfactory

- Little or no evidence of innovation or continuous improvement
- Little or no evidence of student information guiding decision-making
- Little or no evidence of use of quality indicators to guide district planning or practice

Basic

- Some evidence of continuous improvement and innovation
- Student information is used to guide decision-making
- Some quality indicators/accreditation standards guide district planning and practice

Proficient

- Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process
- Information on student progress and achievement is used for planning and decision-making
- Alignment between district and state quality indicators for accreditation and accountability

Distinguished

- Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation
- Comprehensive and current information on student progress and achievement is available and utilized in decision-making
- Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability

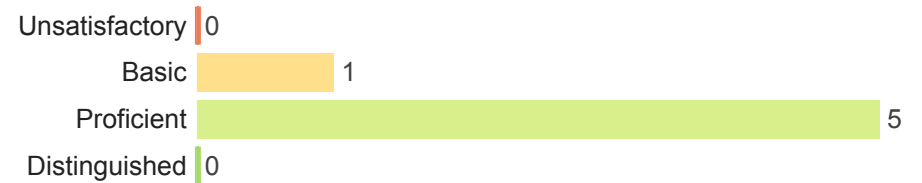
(4) Continuous Improvement and Accountability

Effective Practice	Spring 2024 Average	Effective Practice	Fall 2023 Average
Continuous Improvement and Accountability	2.50	Continuous Improvement and Accountability	2.83

Spring 2024



Fall 2023



Spring 2024 Narrative:

Student success has been a top priority to Mr. Buckingham, since transitioning to this position. I believe Mr. Buckingham is in the process of creating a district culture of accountability and a culture of continuous improvement. I have high hopes for the outcome, in the years ahead.

Jason prioritizes accountability above all else. Since assuming leadership, we've rolled out a revamped reading curriculum spanning grades K through 8, effectively tackled attendance challenges, and are poised to launch an innovative high school English curriculum. Our committee meetings serve as a platform for pinpointing pertinent issues for board consideration. Jason consistently ensures that administrators and teachers present key initiatives before the board for thorough explanation and discussion.

Mr. Buckingham is committed to setting high expectations for all students, but this is a heavy lift. He has been transparent by sharing the current data, test scores, and trends. He ensures that information is presented to the Board and the community along with the Improvement Plans for each school. Analyzing the data has provided insight into areas like changing demographics within the district.

Superintendent Buckingham is working to hold everyone in our district to higher standards. Through a reworking of priorities and a streamlined approach to goal setting, the district has a much more focused vision of achievement and growth. Collecting data and using it to tell the story of our kids needs is continuing to guide the decision making across the district.

great improvement here over last 6 months. Love school and other presentations at board meetings

There has been considerable focus on presenting troubleshooting efforts and action plans for different schools. Having a consistent base line for equal comparison between schools will lend to having better data driven decisions. Recognition of this has been made and a plan for improvement is in progress.

(5) Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators and Evidence

1. Ensures the implementation of a coherent system of curriculum, instruction and assessment that aligns with the shared vision, is culturally responsive and embodies high expectations.
 - Evidence: District curriculum and program expectations have been board approved and are available for review; information on general instructional practices or an instructional framework is available for review; and district assessment and grading practices are board approved, when appropriate and available for review.
2. Communicates high expectations for student achievement that is accomplished by a data-driven approach that produces effective results.
 - Evidence: District or school improvement plans clearly articulate data-driven high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).
3. Ensures district/school curriculum and programs are research-based and innovative and provide learning experiences and opportunities that lead all students to success at the next level.
 - Evidence: Board reports, presentations and student achievement data reflect that processes are in place to ensure curriculum and programs are developed using research-based and innovative practices and are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead all students to success at the next level.
4. Ensures curricular and programmatic expectations are available for review and input by students, parents, and community members.
 - Evidence: District curriculum and program expectations are available for review; and a process for student, parent, and community input is identified in district policy, procedures, or practices.
5. Monitors and supports the implementation of research-based, instructional practices.
 - Evidence: Board reports and presentations, as well as district procedures and practices, reflect the teacher's use of high expectations and instructional best practices.

Unsatisfactory

- Little or no evidence of high expectations of student achievement
- Little or no evidence of a written curriculum
- Little or no evidence of programmatic or curriculum review or input
- Little or no evidence of consistency or continual improvement of instructional practices

Basic

- Some evidence of high expectations of student achievement
- Written curriculum is evident in most subject areas
- Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community
- Instructional practices have some consistency and some ongoing improvement

Proficient

- High expectations are clearly and consistently communicated and monitored
- Written curriculum is developed, monitored, and adjusted
- Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community
- Instructional process and practices are consistent with ongoing improvement

Distinguished

- Data-driven high expectations of student achievement and monitoring of progress
- Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted
- Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input
- Continual improvement of Instructional processes is monitored and enhanced with best practices

(5) Teaching and Learning

Effective Practice

Spring 2024 Average

Effective Practice

Fall 2023 Average

Teaching and Learning

2.17

Teaching and Learning

2.17

Spring 2024



Fall 2023



Spring 2024 Narrative:

In the last year, Jason and his administrative team have demonstrated exceptional teamwork by uniting and collaborating with staff across the district to implement the new curriculum. Grounded in data, they consistently solicit feedback from certified staff to drive ongoing improvements.

Mr. Buckingham and his cabinet are reviewing and implementing a new research-based curriculum that sets high expectations for student achievement for all students. In some areas, this involves changing the instructional framework and moving to a lean-in rather than a pull-out approach. They have been transparent by reviewing the selection process within the subcommittee structure and at a recent BOE meeting. They are taking a data-driven approach, but it is too early to analyze the results. They ensure that the materials are available for review and input by students, parents, and community members.

Showing great progress here

The cabinet has set their sights on making a big shift in this area. They are working hard to correct the ship so that the district is heading in the right direction. The adoption of English curriculum K-6 and at the high school will help standardize instruction and help kids with test scores and English proficiency. The emphasis on getting kids to school will help raise grades and participation across the board and I look forward to see where the work they have started takes us.

There is room for improvement in this area, across the district. Although, this is not a direct reflection on the performance of Mr. Buckingham. Mr. Buckingham has placed appropriate professionals in the district, to make some positive movement. I look forward to seeing the outcomes, due to upcoming changes in curriculum.

This is an area of improvement for the district as a whole. The cabinet team in place is excellent and is actively involving key stakeholders in decision making which will help provide excitement and ownership over new curriculum and processes.

(6) Personnel Leadership

The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

Indicators and Evidence

1. Ensures the necessary personnel and financial resources are allocated to achieve the district's shared vision and strategic direction.

- Evidence: Board reports, presentations and the district budget reinforce that personnel and financial systems are in place to achieve the district's vision and strategic direction.

- Evidence: Budget and hiring processes and timelines are available and communicated to the board members and the community.

2. Implements human resources systems and processes that address:

- recruitment, hiring and induction;

- evaluation and retention; and

- short-term and long-term planning reflective of personnel needs.

- Evidence: Communication processes inform board members and community regarding recruitment and employment opportunities within the school district. District procedures are in place and available for review by board members and the community regarding the evaluation process of all personnel. Strategies for recognition and positive reinforcement of all personnel are used to support retention. Board reports, presentations, and personnel data reflect district policies and procedures are in place and consistently used to support personnel needs in the district. Short-term and long-term plans are in place to support recruitment, development and retention of all personnel.

3. Creates a comprehensive system of professional development for all personnel.

- Evidence: District policies, procedures and practice define professional development expectations. School improvement plans delineate professional development expectations and needs for improving student achievement. The superintendent's professional development plan aligns with district needs and priorities and demonstrates a commitment to lifelong learning.

Unsatisfactory

- Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan

- Little or no evidence of short or long-term personnel planning

- Little or no evidence of modeling lifelong learning

Basic

- Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction

- Some evidence of short-term and long-term personnel planning

- Some evidence of participation in lifelong learning activities

Proficient

- Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction

- Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place

- Evidence of ongoing modeling of lifelong learning

Distinguished

- Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction

- Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored

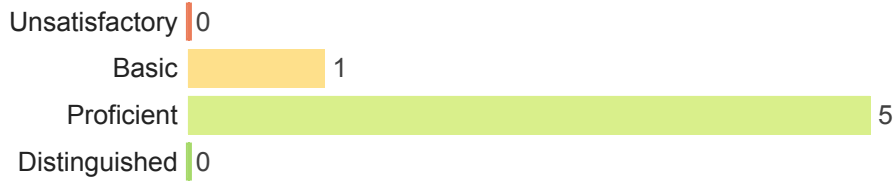
- Models lifelong learning by engaging and applying ongoing professional development

(6) Personnel Learning

Effective Practice	Spring 2024 Average
Personnel Learning	2.83

Effective Practice	Fall 2023 Average
Personnel Learning	2.17

Spring 2024



Fall 2023



Spring 2024 Narrative:

Mr. Buckingham and his cabinet continue to recruit and hire effectively. I will be interested to review the attrition data at the end of the 2023-2024 school year. I applaud the outreach efforts to recruit a more diverse staff that reflects the student population, but we are not meeting that goal. District procedures are in place and available for review by board members and the community regarding the evaluation process of all personnel. Recognition for Teachers and staff are evident and often shared with the community through the Ralston Public Schools district social media pages.

Excellent in personal and financial resources. Clear efforts towards improving staff performance, etc.

The district is making big steps in using enrollment data and community feedback to make choices in staffing, including keeping the freshman success coordinator and adding more EL trained staff next school year. There is also work to make sure that specials time is standardized and that teachers have planning time they need. There is a good deal of effort to educate the community on recruiting and employment opportunities but more outreach should be done with area colleges.

Continued review of recruiting and retainment of staff continues to be a top priority.

The district could use some work in their ability to hire staff, who demonstrate a shared commitment to student success. While it is apparent that there is longevity with many staff, there is concern of burnout or just going through the motions. I believe with Mr. Buckingham's leadership and an increased expectation of accountability, this will continue to improve.

I'm delighted to see Jason's proactive approach in addressing staffing concerns and his receptiveness to input from his cabinet. Embracing a positive mindset, he's actively collaborating with his team to explore innovative solutions to staffing challenges.

(7) Systems Leadership and Management

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Indicators and Evidence

1. Ensures business processes and systems are in place for budgeting and financial planning.

○ Evidence: Board reports on budget and financial status demonstrate district policies, procedures, and practices are aligned with effective use of business processes and systems in all aspects of the district's finances.

2. Communicates expectations that align board and district vision with the use of physical and financial resources of the district.

○ Evidence: Board reports and presentations on use of physical and financial resources reflect an alignment with the district's shared vision, strategic direction, district or school improvement plans, and the priority of student learning and student success.

3. Uses a systems approach that optimizes the use of facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.

○ Evidence: Short-term and long-term plans for facilities and transportation are available and routinely updated; facilities are clean, updated, safe, and secure. Facilities, grounds and vehicles are well-maintained, clean and safe. Schools and classrooms are inviting, engaging and student-centered.

4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources of the district.

○ Evidence: District policies, procedures, and practices define processes for handling conflict, and routine communication keeps board members informed of operational issues and the resolution of such issues.

Unsatisfactory

-Business processes are out of date and not clearly linked to student learning and success

-Facilities/Transportation are not up-to-date, clean, safe, and secure

-Little evidence of building consensus, managing conflict, and resolving operational issues

Basic

-Most business processes in place and using current best practices but not clearly linked to student learning and success

-Some evidence of facility/transportation planning, with fairly clean and safe facilities

-Manages operational issues with little or no conflict

Proficient

-Business processes are in place using current best practices with a clear priority on student learning and success

-Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure

-Manages operational issues with little or no conflict and builds some consensus

Distinguished

-Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success

-Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles

-Identifies and resolves operational issues, manages conflict, and builds consensus

(7) Systems Leadership and Management

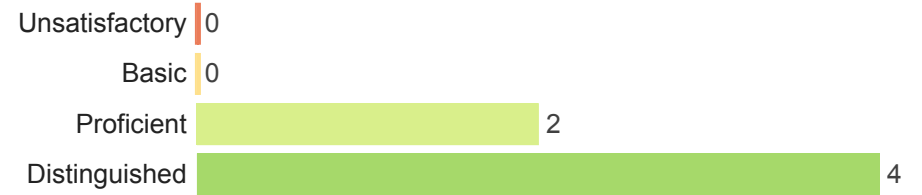
Effective Practice	Spring 2024 Average
Systems Leadership and Management	4.00

Effective Practice	Fall 2023 Average
Systems Leadership and Management	3.67

Spring 2024



Fall 2023



Spring 2024 Narrative:

Jason's expertise shines through in his financial acumen and construction background. He possesses an in-depth understanding of our district's financial well-being and is intimately acquainted with our infrastructure. Serving as a dedicated advocate, he champions Ralston's new era of facilities enhancement. While he harbors a forward-thinking vision for our district's progression, he remains grounded in the pragmatic considerations of our financial limitations.

Mr. Buckingham is distinguished in this area, and has been even prior to transitioning to this position.

Jason excels in this area. From driving the school bus, helping move boxes and overseeing a massive budget and staff.

Knowledge and communication about fiscal responsibility is a continued skill and very valued strength.

Mr. Buckingham promotes student success by managing the resources in a way that ensures a safe, efficient, and effective learning environment. He excels at budgeting and financial planning. The transfer of knowledge went very smoothly when he transitioned roles. He has an in depth knowledge of School Funding and engages with those in positions to impact the legislation. The short- and long-term planning for facilities, grounds, and vehicles are in place. Mr. Buckingham researches opportunities for grants, rebates, and other options to reduce expenses. He optimizes the use of our facilities and grounds but is careful to engage the board on new requests.

Superintendent Buckingham continues to excel in this area and is doing a great job making sure that Dr. Bredenkamp is up to date and understands all of the administrative functions of his positions.

(8) Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

1. Creates a school system in which shared vision on equity and equitable practices are the norm.
 - o Evidence: District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.
2. Develops processes and programs that support the academic, physical, social, and emotional growth of all students.
 - o Evidence: District policies, procedures, practices and programs clearly support the academic, physical, social, and emotional growth of all students.
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff and all students.
 - o Evidence: The superintendent uses oral and written communication strategies, and problem-solving strategies with the board, staff, students, parents, and the community that convey a positive and responsive culture of high expectations.

Unsatisfactory

- Little of no evidence of a shared vision on equity or equitable practices
- Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust
- Little or no evidence of a responsive culture of high expectations

Basic

- Some evidence of shared vision on equity and equitable practices
- Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust
- Some evidence of a responsive culture of high expectations

Proficient

- Shared vision on equity and equitable practices is evident through professional learning
- Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures
- Communication processes promote a culture of high expectations for self, staff, and all students

Distinguished

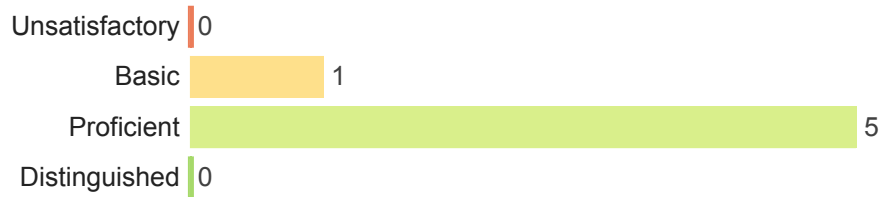
- Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey
- Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey
- Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students

(8) Equity, Climate, and Culture

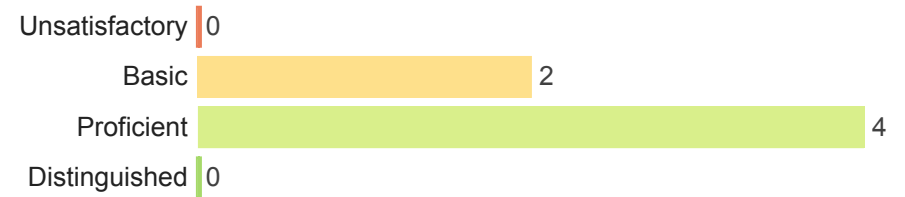
Effective Practice	Spring 2024 Average
Equity, Climate, and Culture	2.83

Effective Practice	Fall 2023 Average
Equity, Climate, and Culture	2.67

Spring 2024



Fall 2023



Spring 2024 Narrative:

I believe that the changes we are making to our academic rigor will trigger a change in our culture for the better. Our kids are hungry to make their mark on the world while caring for each other and being good stewards of our district. I look forward to seeing how they handle the tasks set before them.

Mr. Buckingham and his cabinet are in the process of evaluating and potentially adjusting current processes that support the academic, physical, social, and emotional growth of all students. They are focusing on creating a culture of high expectations for academics and attendance.

Equity and equitable practices are continually being reviewed and monitored. Continuing to look for input from key stakeholders in the school will be critical for creating an environment where every student, teacher, administrator and staff member feel valued and heard.

continue to work on social and emotional growth.

Mr. Buckingham is aware of the district's climate and culture, and I feel is guiding the district in a way to ensure equity and to enhance the academic growth of all of our students.

Our district is actively engaged in an equity journey, but there is still much work to be done and personal growth for everyone involved is a crucial step in fostering a truly inclusive and equitable environment. Building equity in a district is a continuous process that requires commitment and ongoing reflection. The fact that we have undertaken significant efforts to create an equitable environment for both students and staff demonstrates a proactive approach to addressing these important issues.

(9) Leadership, Conduct, and Professional Growth

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators and Evidence

1. Leads with dignity and respect.

○ Evidence: The superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that convey dignity and respect.

2. Ensures implementation of policy and practice is consistent.

○ Evidence: District policies and procedures guide the decision-making process to be just, fair, and equitable; and the superintendent uses oral and written communication strategies and problem-solving strategies with the board, staff, students, parents, and the community that demonstrate decisions are just, fair, and equitable.

3. Models and articulates ethical behavior.

○ Evidence: District policies and procedures are grounded in an ethical framework, and the superintendent models and leads with integrity and ethical behavior.

4. Consistently holds others in the district accountable for demonstrating integrity and ethical behavior.

○ Evidence: District policies and procedures are grounded in an ethical framework, and the superintendent holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.

5. Participates in professional growth and leadership opportunities to model the continuous improvement needs of self and the organization.

○ Evidence: The superintendent's professional development plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.

Unsatisfactory

-Does not demonstrate dignity or respect when communicating with students, staff, families, or community members

-Decisions do not appear to be just, fair, or equitable

-Does not model or hold others accountable for demonstrating ethical behavior

-Does not participate in professional development or leadership activities

Basic

-Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members

-Decisions do not consistently appear to be just, fair or equitable

-Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior

-Participates in some professional development

Proficient

-Demonstrates dignity and respect when communicating with students, staff, families, or community members

-Most decisions appear to be just, fair, or equitable

-Models ethical behavior and generally holds others accountable for demonstrating ethical behavior

-Participates in professional development that is aligned with district vision and direction

Distinguished

-Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members

-Decisions consistently appear to be just, fair, and equitable

-Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior

-Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community

(9) Leadership, Conduct, and Professional Growth

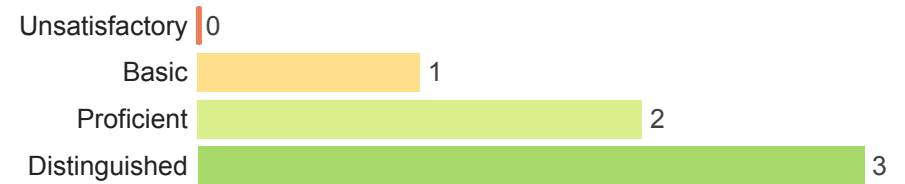
Effective Practice	Spring 2024 Average
Leadership, Conduct, and Professional Growth	3.50

Effective Practice	Fall 2023 Average
Leadership, Conduct, and Professional Growth	3.33

Spring 2024



Fall 2023



Spring 2024 Narrative:

The foundation of Ralston's culture is shaped from the top down, with Jason exemplifying integrity, honesty, and a spirit of generosity in leadership. Board members trust Jason implicitly to offer forthright insights into any situation, consistently providing the comprehensive truth. Fairness and accountability define his leadership, instilling unwavering confidence among us. Despite being inundated with numerous significant challenges, Jason has regrettably had to prioritize and let go of certain initiatives, such as the Leadership Academy. We remain hopeful for its reinstatement in the near future.

Mr. Buckingham leads with dignity and respect. He models a high level of professional conduct, at all times. Mr. Buckingham acknowledges that there is room for growth and is open to the process of continuous improvement.

Effort in this area has been shown and will continue with the efforts that have been made towards personal and professional growth.

Mr. Buckingham is naturally a leader that has the highest integrity. He listens to understand and works to find common ground. He extends respect and models good behavior at every turn.

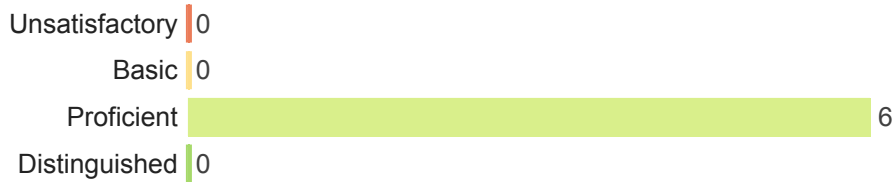
Highly professional, leads with Integrity

Mr. Buckingham leads with dignity and respect. He ensures implementation of policy is consistent. He is knowledgeable when representing the district and speaks well at school events. He models and articulates ethical behavior. Mr. Buckingham has high standards and holds others in the district accountable for demonstrating integrity and ethical behavior. My only suggestion would be to ensure that he is listening to understand and connect in situations that may appear to be clear cut. He is engaged in professional development and encourages the board and staff to engage in continuous improvement.

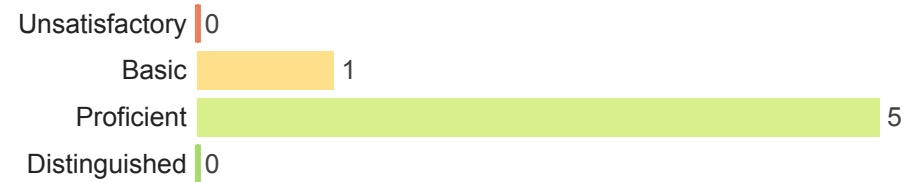
Summary of Evaluation

Effective Practice	Spring 2024 Average	Effective Practice	Fall 2023 Average
Summary of Evaluation	3.00	Summary of Evaluation	2.83

Spring 2024



Fall 2023



Spring 2024 Narrative:

As we reflect on the past year, it's truly remarkable to see how much we've achieved together. Jason's dedication and hard work has been nothing short of phenomenal. From keeping numerous projects on track and on time to seamlessly transitioning into his role as superintendent, he has exceeded all expectations.

The level of responsibility he's shouldered and the grace with which he's handled it is truly commendable. Juggling multiple tasks with such finesse is no small feat, yet he's managed to do so effortlessly, ensuring that not a single ball was dropped along the way.

Jason's exemplary leadership and unwavering commitment have not only met but surpassed the trust we placed in him. Thank you, Jason, for your outstanding contributions and for continuously striving for excellence in all that you do.

Here's to another year of remarkable achievements and continued success.

Jason has done an excellent job as we approach his one-year mark as superintendent. He started with some clear strengths and is making improvements in the district and his own leadership.

Overall, I am rating Mr. Buckingham as proficient despite areas of clear opportunity regarding academic performance. He is on track as the end of his first-year approaches. The onboarding of new cabinet members has been a smooth transition. The focus has been to analyze student performance data, review curriculum, and implement changes. The move to high academic and attendance expectations has been a paradigm shift that takes time to course correct. Efforts are underway to create a new Strategic Plan. Throughout all of this he has successfully kept our Future Ready Ralston building projects on track, which is no small feat. It has taken creativity and true partnership with contractors, staff, and families to navigate the numerous school moves. We will soon have secure entrances at all schools, clear indoor air, updated technology, and renovated schools across the district. The hard work is paying off and we have reason to be thankful.

Overall, Mr. Buckingham is proficient in his current role, at Superintendent.

Performance, recognition of personal and district areas of opportunities as well as celebration of achievements has been consistent and sustainable. Building a strong feedback loop and foundation of trust will continue to serve Mr. Buckingham and the district well. Challenges are numerous, but so is the opportunity to continue to make a difference in the Ralston community.

There are areas of established and distinguished work, there is also room for improvement.

Superintendent's Response

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent's personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)

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. **Any employee in possession of any tobacco product, vape or electronic nicotine delivery system must conceal the product/equipment entirely.**

Adopted on: July 22, 2019

Revised on:

Reviewed on: April 22, 2024

3003

Bidding for Construction, Remodeling, Repair or Site Improvement

I. Applicability of this policy.

Construction and contracts undertaken with federal funds, whether those funds are derived directly from the federal government (e.g. award of a federal grant) or are derived by pass-through awards from the Nebraska Department of Education (e.g. special education funds, school lunch funds, Title I funds) are subject to the policy on Construction with Federal Funds, which is found elsewhere in this section.

This policy applies to all other purchases and contracts made by the school district for construction, remodeling, repair and other site improvements.

II. Projects with an Estimated Cost of Less than \$109,000

- A. The school district will solicit quotes and/or estimates for all projects with an estimated cost of less than \$109,000.
- B. Prior to solicitation of the quotes and/or estimates, the superintendent will determine whether the district will accept oral submissions.
- C. Quotes and/or estimates may be solicited by the superintendent or his/her designee without board action.
- D. The terms of any construction project undertaken pursuant to this policy will be memorialized in a written contract which has been reviewed by the district's legal counsel and approved by the board.
- E. The district may use a Nebraska state-wide cooperative purchasing program in lieu of obtaining quotes or bids under this policy to the extent such a bid or quote is not otherwise independently required by law.
- F. Nothing in this subsection prohibits or requires the use of the formal bidding procedures. If the district is going to solicit formal bids for projects of less than \$109,000 they must follow the formal procedures outlined in this policy.

III. Formal Bidding for Major Purchases and Construction

- A. Pursuant to section 73-106 of the Nebraska statutes, the board will advertise for bids when the contemplated expenditure of the project exceeds \$109,000 for the construction, remodeling or repair of a school-owned building or for site improvement.
- B. In projects that involve professional engineering or architecture, the board will have a registered professional engineer or architect prepare the plans, specifications, and estimates when the anticipated cost of the project exceeds \$118,000.
- C. Advertising for Bids

1. The superintendent or designee will arrange to advertise for bids under this section by publishing notice in any newspaper of general circulation within the school district at least 7 calendar days prior to the date on which bids are due.
2. Nothing in this policy shall prevent the superintendent or designee from advertising in additional media outlets or for a longer period of time.

D. Bid Documents

1. The bid documents shall identify the day upon which the bids shall be returned, received or opened and shall identify the hour at which the bids will close or be received or opened.
2. The invitation for bids will be sufficiently certain and specific, will include any specifications and pertinent attachments, and will define the items or services in order to allow the bidder to properly respond.
3. The bid documents shall also provide that such bids shall be opened simultaneously in the presence of the bidders or their representatives.
4. Bids received after the date and time specified in the bid documents shall be returned to the bidder unopened.
5. If bids are being opened on more than one contract, the board, in its discretion, may award each contract as the bids are opened.
6. Sealed bids will be opened in a place and at the specific time stated in the bid form. Bidders shall be notified of the opening and invited to be present.
7. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications.

E. Any or all bids may be rejected if there is a sound documented reason

F. The terms of any construction project undertaken pursuant to this policy will be memorialized in a written contract which has been reviewed by the district's legal counsel and approved by the board.

Adopted on: July 12, 2021

Revised on: _____

Reviewed on: June 28, 2021

3039

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Definitions

1. A **threat** is an expression of a willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.
 - i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
 - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
 - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.
2. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assess them and to manage/address them. Threat assessment is the process of identifying and responding to serious threats in a systematic, data-informed way.
 - i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.
 - ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report **substantive threats** to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual

who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

3. Threat Assessment Team

The threat assessment team (team) shall consist of the Superintendent or their designee, building principal, counselor, school resource officer and at least one other crisis team member. Not every team member need participate in every threat assessment. If the threat has been made by or is directed towards, a student with a disability, the threat assessment team must include a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor their student's family members are part of the threat assessment team.

The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

When a threat is reported, the school administrator, or their designee, shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The team may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the team determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the appropriate school administrator for consequences under the school's student

discipline policy or, if appropriate, report the results of its investigation to the student's individualized education plan team.

Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

5. Communication with the Public about Reported Threats

The team will keep members of the school community appropriately informed about substantive threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, or communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

6. Coordination with the Crisis Team After Resolution of Threat

The threat assessment team will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All-Hazard School Safety Plan.

Adopted on: July 13, 2020

Revised on:

Reviewed on: June 22, 2020

3043 Design-Build Contracts

This policy is adopted pursuant to the Political Subdivisions Construction Alternatives Act (NEB. REV. STAT. § 13-2901 through § 13-2914).

The board shall adopt a resolution by a two-thirds affirmative vote selecting the design-build contract delivery system prior to proceeding with any of the steps involved with solicitation or execution of any construction contract. For a project authorized under subsection (3) of section 13-2914, the resolution shall include a statement that the political subdivision has made a determination that the design-build contract delivery system is in the public interest based, at a minimum, on one of the following criteria: (a) Savings in cost or time or (b) requirement of specialized or complex construction methods suitable for the design-build contract delivery system.

Definitions. For purposes of this policy:

1. Board means the District's Board of Education.
2. Department means the Nebraska Department of Education.
3. Design-Build Contract (DB Contract) means a contract which is subject to qualification-based selection between the District and a Design-Builder to furnish (a) architectural, engineering, and related design services for a project pursuant to the Nebraska Political Subdivisions Construction Alternatives Act (Act) and (b) labor, materials, supplies, equipment, and construction services for a project pursuant to the Act.
4. Design-Builder means a legal entity which proposes to enter into a DB Contract which is subject to qualification-based selection pursuant to the Act.
5. District means Ralston Public Schools.
6. NEARA means the Nebraska Engineers and Architects Regulation Act.
7. Performance-Criteria Developer (PCD) means any person licensed or any organization issued a certificate of authorization to practice architecture or engineering pursuant to the NEARA who is selected by the District pursuant to this policy to assist the District in the development of Project Performance Criteria, Requests For Proposals, evaluation of Proposals, evaluation of construction under a DB Contract to determine adherence to the Project Performance Criteria, and any additional services requested by the District to represent its interests in relation to a project.
8. Project Performance Criteria means the performance requirements of the project suitable to allow the Design-Builder to make a Proposal. Performance requirements include the following, if required by the project: capacity, durability, standards, ingress and egress requirements, description of the site, surveys, soil and environmental information concerning the site, interior space requirements, material quality standards, design and construction

schedules, site development requirements, provisions for utilities, storm weather retention and disposal, parking requirements, applicable governmental code requirements, and other criteria for the intended use of the project.

9. Proposal means an offer in response to a Request For Proposals (“RFP”) by a Design-Builder to enter into a DB Contract for a project pursuant to the Act.
10. Act means the Nebraska Political Subdivisions Construction Alternatives Act.
11. Request for Proposals (RFP) means the documentation by which the District solicits Proposals.
12. Superintendent means the District’s Superintendent of Schools.

Procedures. The District shall follow the procedures below in connection with any DB Contract.

1. Rules and Procedures for Selecting and Hiring a PCD for a Specific Project.

- A. The District shall encourage eligible persons or organizations who desire to provide services to the District as a PCD to submit a statement of qualifications and performance data to the District. At least thirty days prior to selecting and hiring a PCD, the District shall publish notice in a newspaper of general circulation in the District that it is seeking a PCD for a design-build project. The notice shall include the following:
 - (1) A general description of the Design-Build project;
 - (2) Directions regarding how interested persons or organizations can apply for consideration by the District;
 - (3) The date by which persons or organizations must submit their applications; and
 - (4) A statement that any person or organization applying for consideration by the District must obtain a copy of the District’s Design-Build Contract Policy from the Superintendent.
- B. To apply to be the District’s PCD, applicants must submit a current statement of qualifications and performance data to the District. The statement of qualifications must include evidence that the applicant is licensed or certified to practice architecture or engineering pursuant to the NEARA. Applicants must update any information provided to the District to reflect any changed conditions of the applicant.
- C. Applicants shall first be certified by the Superintendent as qualified to act as a PCD for the District. In order to certify an applicant, the Superintendent shall make a finding that a PCD is fully qualified to render the required service. Factors to be considered in making this finding shall include capabilities to perform, adequacy of personnel, past record and performance, and experience; and may also include consideration of recent, current, and projected workloads; experience; equipment and facilities; promptness, and the quality of work previously done by applicant; suitability to the particular task; willingness to meet

time and budget requirements; and such other qualities as are found necessary to consider in order to determine whether or not, if awarded the contract, the applicant could perform it strictly in accordance with its terms capabilities to perform.

- D. The Board shall evaluate each qualified applicant's current statement of qualifications and performance data. The Board shall conduct discussions with, and may require public presentations by no less than three applicants regarding their qualifications, approach to the project, ability to furnish the required service, and other factors identified above.
- E. The Board shall select, in order of preference, at least three applicants deemed to be most highly qualified to perform the required services after considering the factors outlined above.
- F. The Board shall negotiate a contract with the most qualified applicant for compensation which the Board determines is fair and reasonable. In making this determination, the Board shall conduct a detailed analysis of the cost of the professional services required in addition to considering their scope and complexity. For all lump-sum or cost-plus-a-fixed-fee professional service contracts, the Board shall require the applicant receiving the award to execute a certificate stating that wage rates and other factual unit costs supporting the compensation are accurate, complete, and current at the time of contracting. Any contract under which such a certificate is required shall contain a provision that the original contract price and any additions thereto shall be adjusted to exclude any significant sums by which the Board determines the contract price had been increased due to inaccurate, incomplete, or noncurrent wage rates and other factual unit costs. All such contract adjustments shall be made within one year following the end of the contract.
- G. If the Board is unable to negotiate a satisfactory contract with the applicant considered to be the most qualified at a price the Board determines to be fair and reasonable, it shall terminate negotiations with that applicant. The Board may then undertake negotiations with the second most qualified applicant. If the Board fails to reach an agreement with the second most qualified applicant, it shall terminate negotiations with that applicant. The Board shall then undertake negotiations with the third most qualified applicant.
- H. If the Board is unable to negotiate a satisfactory contract with any of the selected applicants, it shall either select additional applicants in order of their competence and qualification and continue negotiations in accordance with this policy until an agreement is reached or review the agreement under negotiation to determine the possible cause for failure to achieve a negotiated agreement.
- I. The Board may designate a committee to carry out any or all of the Board's duties under the PCD selection section of this policy, provided that the Board must approve any agreement with an applicant prior to its execution. Any such committee must have among its membership at least one person who is licensed to practice architecture or engineering pursuant to the NEARA.

- J. The public shall not be excluded from the meetings or proceedings under this section of this policy in accordance with the Open Meetings Act.
- K. The contract between the District and the PCD shall contain a prohibition against contingent fees as follows: “The PCD warrants that it has not employed or retained any company or person, other than a bona fide employee working solely for the PCD, to solicit or secure this agreement and that the PCD has not paid or agreed to pay any person, company, corporation, individual, or firm, other than a bona fide employee working solely for the PCD, any fee, commission, percentage, gift, or any other consideration contingent upon or resulting from the award or the making of this agreement.” Upon violation of such provision, the District shall have the right to terminate the agreement without liability and, at its discretion, to deduct from the contract price, or otherwise recover, the full amount of such fee, commission, percentage, or consideration.
- L. The PCD is ineligible to be included as a provider of any services in a Proposal for the project on which it has acted as a PCD.
- M. A PCD may not be employed by or may not have a financial or other interest in a Design-Builder that will submit a Proposal.

2. Procedures and standards to be used to prequalify Design-Builders.

- A. The District, with the help of the PCD, shall prepare a request for letters of interest. The request for letters of interest shall:
 - (1) Describe the project in sufficient detail to permit a Design-Builder to submit a letter of interest;
 - (2) Be published in a newspaper of general circulation within the District at least 30 days prior to the deadline for receiving letters of interest; and
 - (3) Be sent by first-class mail to any Design-Builder upon request.
- B. Letters of interest shall be reviewed by the District in consultation with the PCD. The District and the PCD will evaluate prospective Design-Builders based on the information submitted to the District in response to the request for letters of interest.
- C. The District shall select at least three prospective Design-Builders, except that if only two Design-Builders have submitted letters of interest, the District shall select at least two prospective Design-Builders. Such selected Design-Builders shall be considered prequalified and eligible to receive and respond to the RFP.
- D. The District and PCD shall use the following standards when selecting which prospective Design-Builders to prequalify: capabilities to perform, adequacy of personnel, past record and performance, and experience; and may also include consideration of recent, current, and projected workloads; experience; equipment and facilities; promptness, and the quality of work previously done by applicant; suitability to the particular task; willingness to meet time and budget requirements;

and such other qualities as are found necessary to consider in order to determine whether or not, if awarded the contract, the applicant could perform it strictly in accordance with its terms capabilities to perform.

3. Procedures for the preparation and content of RFPs.

A. The District, with the help of the PCD, shall prepare the RFP, which shall contain:

- (1) The identity of the school district for which the project will be built and will execute the Design-Build Contract;
- (2) A copy of this Design-Build Contract Policy and all other policies adopted by the District relating to the DB Contract;
- (3) The proposed terms and conditions of the DB Contract, including any terms and conditions which are subject to further negotiation. The proposed general terms and conditions shall be consistent with nationally recognized model general terms and conditions which are standard in the design and construction industry in Nebraska. The proposed terms and conditions may set forth an initial determination of the manner by which the Design-Builder selects any subcontractor and may require that any work subcontracted be awarded by competitive bidding;
- (4) A project statement which contains information about the scope and nature of the project;
- (5) Project Performance Criteria;
- (6) Budget parameters for the project;
- (7) Any bonds or insurance required by law or as may be additionally required by the District;
- (8) The criteria for evaluation of Proposals and the relative weight of each criterion;
- (9) A requirement that the Design-Builder provide a written statement of its proposed approach to the design and construction of the project, which may include graphic materials illustrating the proposed approach to design and construction but shall not include price proposals;
- (10) A requirement that the Design-Builder agree to the following conditions:
 - (i) An architect or engineer licensed to practice in Nebraska will participate substantially in those aspects of the offering which involve architectural or engineering services;
 - (ii) At the time of the design-build offering, the Design-Builder will furnish to the Board a written statement identifying the architect or engineer who will perform the architectural or engineering work for the design-build project;
 - (iii) The architect or engineer engaged by the Design-Builder to perform the architectural or engineering work with respect to the design-build project will have direct supervision of such work and may not be removed by the Design-Builder prior to the completion of the project without the written consent of the Board;

- (iv) A Design-Builder offering design-build services with its own employees who are design professionals licensed to practice in Nebraska will: (a) comply with the NEARA by procuring a certificate of authorization to practice architecture or engineering and (b) submit proof of sufficient professional liability insurance; and
 - (v) The rendering of architectural or engineering services by a licensed architect or engineer employed by the Design-Builder will conform to the NEARA and rules and regulations adopted under the Act; and
 - (11) Other information the District chooses to require.
- B. At least 30 days prior to the deadline for receiving and opening Proposals, the notice of the RFP shall be:
- (1) Published in a newspaper of general circulation within the District;
 - (2) Filed with the Department; and
 - (3) Sent by first-class mail to the prequalified Design-Builders only.

4. Procedures for preparing and submitting Proposals.

- A. Prequalified Design-Builders shall prepare and submit Proposals as required by the RFP.
- B. All Proposals shall be sealed. Proposals shall not be opened until expiration of the time established for making Proposals as set forth in the RFP.
- C. Proposals may be withdrawn at any time prior to acceptance.
- D. The District has the right to reject any and all Proposals except for the purpose of evading the law. The District may thereafter solicit new Proposals using the same or a different Project Performance Criteria.

5. Procedures for evaluating Proposals.

- A. The District may only proceed to negotiate and enter into a DB Contract if there are at least two proposals from prequalified Design-Builders.
- B. The District shall refer the proposals for recommendation to a selection committee. The selection committee shall be a group of at least five persons designated by the District. Members of the selection committee shall include (1) members of the school board, (2) members of the school administration or staff, (3) the school's architect or engineer (4) any person having special expertise relevant to selection of a design-builder under the Act, and (5) a resident of the District other than an individual included in subdivisions (1) through (4) of this subsection. A member of the selection committee designated under subdivision (4) or (5) of this subsection shall not be employed by or have a financial or other interest in a design-builder who has a proposal being evaluated and shall not be employed by the District or the school's architect or engineer.

C. The selection committee and the District shall evaluate proposals taking into consideration the criteria enumerated in subdivisions (1) through (7) of this subsection with the maximum percentage of total points for evaluation which may be assigned to each criterion set forth following the criterion. The following criteria shall be evaluated, when applicable:

- (1) The financial resources of the design-builder to complete the project **(up to ten percent)**;
- (2) The ability of the proposed personnel of the design-builder to perform **(up to thirty percent)**;
- (3) The character, integrity, reputation, judgment, experience, and efficiency of the design-builder **(up to thirty percent)**;
- (4) The quality of performance on previous projects **(up to thirty percent)**;
- (5) The ability of the design-builder to perform within the time specified **(up to thirty percent)**;
- (6) The previous and existing compliance of the design-builder with laws relating to the contract **(up to ten percent)**; and
- (7) Such other information as may be secured having a bearing on the selection **(up to twenty percent)**.

The records of the selection committee in evaluating proposals and making recommendations shall be considered public records for purposes of NEB. REV. STAT. § 84-712.01.

D. The District shall then evaluate and rank each proposal on the basis of best meeting the criteria in the request for proposals and taking into consideration the recommendation of the selection committee.

6. Procedures for Negotiations between the District and Design-Builders Submitting Proposals Prior to the District's Acceptance of a Proposal.

- A. The District may attempt to negotiate a DB Contract with the highest ranked Design-Builder selected by the Board and may enter into a DB Contract after negotiations.
- B. The negotiations shall include a final determination of the manner by which the design-builder selects a subcontractor.
- C. If the District is unable to negotiate a satisfactory DB Contract with the highest ranked Design-Builder, it may terminate negotiations with that Design-Builder. The District may then undertake negotiations with the second highest ranked

Design-Builder and may enter into a DB Contract with that Design-Builder after negotiations.

- D. If the District is unable to negotiate a satisfactory DB Contract with the second highest ranked Design-Builder, it may terminate negotiations with that Design-Builder. The District may then undertake negotiations with the third highest ranked Design-Builder, if any, and may enter into a DB Contract with that Design-Builder after negotiations.
- E. If the District is unable to negotiate a satisfactory DB Contract with any of the ranked Design-Builders, it may either revise the RFP and solicit new Proposals or cancel the design-build process.
- F. If the District is able to negotiate a satisfactory contract with a design-builder, the District shall file a copy of all design-build contract documents with the State Department of Education within thirty days after their full execution. Within thirty days after completion of the project, the design-builder shall file a copy of all contract modifications and change orders with the State Department of Education.

7. Procedures for Filing and Acting on Formal Protests Relating to the Solicitation or Execution of DB Contracts.

- A. Definitions.
 - (1) Interested party shall mean an actual or prospective bidder whose direct economic interest would be affected by the award of a contract by the District to another party or by the failure of the District to award a contract to such actual or prospective bidder.
 - (2) Protest shall mean a written objection by an interested party on any phase of the bidding process, including specification, preparation, bid solicitation, and intent to award.
- B. Right to Protest. An interested party may protest to the Superintendent. The protest shall be submitted in writing on company letterhead within five working days after public notice of the bid. Protests based on alleged apparent improprieties in a solicitation or other request for proposals must be filed before bid opening or the closing date for receipt of proposals. In all other cases, the protest must be filed within five working days following the selection of the design-builder. To expedite handling of protests, the envelope containing the protest should be clearly labeled "Protest". The written protest shall include as a minimum the following:
 - (1) The name and address of the interested party;
 - (2) Appropriate identification of the relevant solicitation, and if a bid has been opened, its number, and date of opening;
 - (3) A detailed statement of reasons for the protest;
 - (4) Supporting, exhibits, evidence, or documents to substantiate any claims unless not available within the filing time, in which case the expected availability date shall be indicated; and a list of all persons who have knowledge of facts relevant to the protest; and
 - (5) The action(s) the protestor desires the school district to take to resolve the protest.

The Superintendent will immediately decide upon receipt of the protest whether or not the award of a contract shall be delayed, or if the protest is timely received after the award, whether the performance of the contract should be suspended. The school district shall not proceed further with the solicitation or with the award of the contract and shall suspend performance under the contract, if awarded, unless the Superintendent makes a written determination that the protest is clearly without merit or that award of the contract without delay is necessary to protect the substantial interests of the District.

C. **Authority to Resolve Protests.** Prior to the commencement of an administrative review by the Board concerning any protest, the Superintendent shall attempt to resolve any protest filed by an interested party concerning any solicitation. If the protest is not resolved by mutual agreement, the Superintendent shall create and deliver a Decision to the protestor within a reasonable time after the written protest was received. The Decision shall include a written summary of the Superintendent's investigation and a recommendation regarding the outcome of the protest. The Decision shall (1) state the reasons for the action taken, and (2) inform the interested party of their right to the administrative review by the Board. A copy of the Decision shall be mailed or otherwise furnished immediately to the interested party and any other party intervening protester and all other bidders. If not satisfied with the decision of the Superintendent, any interested party protester may appeal to the Board, but the decision shall be final unless the interested party protester files a timely appeal with the Board.

D. **Board Appeal Procedures.** Any interested party protester, within five working days of receipt of a decision of the Superintendent, may file with the Superintendent a written notice of appeal for an administrative review before the Board. The Notice of Appeal must clearly state the action protested and the basis of appeal. The Board will conduct an administrative review at its next regularly scheduled meeting or at a special meeting. The school district board of education shall consider the Decision of the Superintendent and shall make the final decision on the protest. The school district board of education's decision shall be final.

8. Refinements and Changes. A DB Contract may be conditioned upon later refinements in scope and price and may permit the District, in agreement with the Design-Builder, to make changes in the project without invalidating the DB Contract. Later refinements shall not, however, exceed the scope of the project statement contained in the RFP.

9. Projects Excluded. The District shall not use a design-build contract for any construction project excluded by NEB. REV. STAT. § 13-2914 or any other applicable law.

Adopted on: July 12, 2021

Revised on: _____

Reviewed on: June 28, 2021

3046
Animals at Schools

Animals are not allowed in school district buildings or on school district property without the written permission of the superintendent or their designee except as provided in this policy or as otherwise required by law.

I. Use of Animals for Instructional Purposes

Animals that support a district program or curriculum or that are used for instructional purposes are allowed in school district buildings or on school district property with the written permission of the superintendent or building principal.

II. Service Animals

The school district does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. An individual with a disability is permitted to be accompanied by their service animal on school property when required by law, subject to the conditions of this policy.

Service Animal. A “service animal” is a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Work or tasks *do not* include the crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship. The work or tasks performed by a service animal must be directly related to the handler’s disability or necessary to mitigate a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. *See also*, Miniature Horses below.

School District Inquiries. School officials *may* ask the owner or handler of an animal whether the animal is required because of a disability and what work or task the animal has been trained to do *unless* the answers to these inquiries are readily apparent. School officials *may not* ask about the nature or extent of a person’s disability and may not require documentary proof of certification or licensing as a service animal.

Procedural Requirements. The following requirements must be satisfied *before* a service animal will be allowed in school buildings or on school grounds:

Request. A person who wants to be accompanied by their service animal must submit a written request form to a principal or superintendent. The request form is attached to this policy. These requests must be renewed each school year or whenever a different service animal will be used. When a request to be accompanied by a service animal is submitted by, or on behalf of, a student who has an Individualized Education Program (IEP) and/or a Section 504 Plan, then the request shall be promptly referred to the student’s respective IEP Team and/or 504 Team for its consideration and/or input.

Health and Vaccination. The owner or handler must have proof of current licensure from the local licensing authority including proof of the service animal's current vaccinations and immunizations required by law.

Service animals will not be allowed in school buildings or other school property until the school has approved the request.

Control. A service animal must be under the control of its handler at all times. The service animal must have a harness, backpack, vest identifying the dog as a trained service dog, leash, or other tether. If the handler is unable to use a harness, backpack, vest, leash, or other tether, because of a disability or the use of a harness, backpack, vest, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, the use of these items is not required. However, the service animal must be otherwise under the handler's control.

Exclusion or Removal from School. A service animal may be excluded from school property and buildings if a school administrator determines that:

- (1) A handler does not have control of the service animal;
- (2) The service animal is not housebroken;
- (3) The service animal presents a direct and immediate threat to others in the school;
or
- (4) The animal's presence fundamentally alters the nature of the service, program, or activity.

The handler or the student's parent or guardian shall be required to remove the service animal from school premises immediately upon such a determination. If the service animal is removed, the individual with a disability shall be provided with the opportunity to participate in the service, program, or activity without the service animal.

Allergic Reactions. If any student or school employee assigned to a classroom or mode of transportation in which a service animal is permitted suffers an allergic reaction to the service animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by an administrator. The school will arrange a meeting between school personnel, the individual with the disability, and the parents or guardian(s) of the person with the disability if that person is a student to develop an alternate plan.

Supervision and Care of Service Animals. The owner or handler of a service animal is solely responsible for the supervision and care of the animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The student's parent or guardian is responsible for providing for the supervision and the care of the animal in the event that his or her student is not able to do so. The school district is not responsible for providing any care, supervision, or assistance for a service animal.

Extra Charges. The owner or handler of a service animal will not be required to pay an admission fee or a charge for the animal to attend events for which a fee is charged.

Damage to School Property and Injuries. The owner or handler of a service animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the animal.

Miniature Horses. Requests to permit the use of a miniature horse by an individual with a disability will be addressed on a case-by-case basis by considering the following factors:

- (1) The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- (2) Whether the handler has sufficient control of the miniature horse;
- (3) Whether the miniature horse is housebroken; and
- (4) Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

All additional requirements outlined in this policy, which apply to service animals, shall apply to miniature horses.

Service Animal in Training. This policy shall also be applicable to service animals in training that are accompanied by a bona fide trainer.

Denial of Access and Grievance. If a school official denies a request for access of a service animal, the disabled individual or parent or guardian can file a written grievance with the school's Section 504 Coordinator.

III. Therapy Animals

The school district supports the use of therapy animals by teachers or other qualified school personnel ("Owner") for the benefit of its students subject to the conditions of this policy.

Therapy Animal. A "therapy animal" is an animal that has been individually trained and certified to work with its Owner to provide emotional support, well-being, comfort, or companionship to school district students. Therapy animals are not "service animals" as that term is used in the American with Disabilities Act. The animal must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy animals are personal property of the Owner and are not owned by the school district.

Therapy Animal Standards and Procedures. The following requirements must be satisfied *before* a therapy animal will be allowed in school buildings or on school grounds:

Request. An Owner who wants to bring a therapy animal to school must submit a written request form to a principal or superintendent. The request form is attached to this policy. The request must be renewed each school year or whenever a different therapy animal will be used. When a request to bring a therapy animal to school is submitted by, or on behalf of, a student who has an Individualized Education Program (IEP) and/or a Section 504 Plan, then the request shall be promptly referred to the student's respective IEP Team and/or 504 Team for its consideration and/or input.

Training and Certification. The Owner must submit training and certification information requested by the Superintendent or their designee. Any certification required by the school district must remain current at all times.

Health and Vaccination. The therapy animal must be clean, well groomed, in good health, house broken, and immunized against diseases common to such animals. The Owner must submit proof of current required licensure from the local licensing authority and proof of the therapy animal's current vaccinations and immunizations from a licensed veterinarian, if applicable.

Control. A therapy animal must be under the control of the Owner at all times.

Identification. The therapy animal must have appropriate identification identifying it as a therapy animal.

No Disruption. The therapy animal must not disrupt the educational process by any of its behaviors.

Health and Safety. The therapy animal must not pose a health and safety risk to any student, employee, or other person at school.

Supervision and Care of Therapy Animals. The Owner is solely responsible for the supervision and care of the therapy animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy animal.

Authorized Area(s). The Owner shall only allow the therapy animal to be in areas in school buildings or on school property that are authorized by school district administrators.

Insurance. The Owner must submit a copy of an insurance policy that provides liability coverage for the therapy animal while on school property.

Exclusion or Removal from School. A therapy animal may be excluded from school property and buildings if a school administrator determines that:

- (1) A handler does not have control of the therapy animal;
- (2) The therapy animal is not housebroken;
- (3) The therapy animal presents a direct and immediate threat to others in the school; or
- (4) The animal's presence otherwise interferes with the educational process.

The Owner shall be required to remove the therapy animal from school premises immediately upon such a determination.

Allergic Reactions. If any student or school employee assigned to a classroom in which a therapy animal is permitted suffers an allergic reaction to the therapy animal, the Owner of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries. The Owner of a therapy animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy animal.

Other Therapy Animals. Therapy animals (1) owned by students, patrons, or other non-school employees or (2) owned by school employees for their own benefit will not be allowed on school grounds or school property except as otherwise required by law.

Adopted on: July 13, 2020

Revised on:

Reviewed on: June 22, 2020

THERAPY DOG REQUEST FORM

Date

School Building

Employee/Animal Owner

Type of Dog: _____

Name of Dog: _____

Is the dog AKC Canine Good Citizen certified? Yes No

Has the dog received training or certification from another organization? Yes No

If yes, please provide details: _____

Is the dog current on all required immunizations and vaccinations? Yes No

Does the dog have an ID that indicates that the dog is a therapy dog? Yes No

I have attached the following documentation:

- Proof of current licensure
- Proof of current vaccinations and immunizations from a licensed veterinarian
- Declaration page indicating adequate liability insurance coverage

I have read and understand the school district's Therapy Dog Policy. I will abide by the terms of that Policy. I understand that if the therapy dog is out of control, not housebroken, presents a direct and immediate threat to others in the school, or otherwise interferes with the educational process, the school district may exclude or remove my therapy dog from its property.

I agree to be responsible for any damage to school property or injury to personnel, students, or others caused by the therapy dog. I agree to indemnify, defend, and hold harmless the school district from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my therapy dog.

Owner Signature

Date

APPROVAL

School Official Signature
Printed Name: _____

Date
Title: _____

Note: This form is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different therapy dog will be used.

School Resource Officers

The school district must have in effect a memorandum of understanding (MOU) with any law enforcement agency or any security agency prior to using the services of a school resource officer (SRO) or security guard. The MOU shall comply with all state law requirements.

Employer. The SRO or security guard are employees of the law enforcement agency or security agency.

Required Training. Each SRO and security guard and at least one administrator in each elementary or secondary school where an SRO or security guard is assigned must attend a minimum of twenty hours of training focused on school-based law enforcement, including, but not limited to, coursework focused on school law, student rights, understanding special needs students and students with disabilities, conflict de-escalation techniques, ethics for school resource officers and security guards, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, and preventing violence in school settings.

Prosecution Referral Records. The district must create and maintain records on each student referral for prosecution from an SRO in response to an incident occurring at school, on school grounds, or at a school-sponsored event. The records must allow for analysis of related data and must include the reason for the referral and the federally identified demographic characteristics of each student.

Parent or Guardian Notification. School officials are not required to notify a parent or guardian or give them an opportunity to be present if the student is subjected to questioning or interrogation by a school official. School officials will notify a parent or guardian or give them an opportunity to be present if the student is subjected to questioning or interrogation by an SRO or security guard operating in conjunction with a school official as provided in the school's separate policy regarding investigations, arrests, and other student contact by law enforcement, Health and Human Services, or other child welfare agencies.

Rights Advisement. School officials will not advise students of any constitutional rights before student questioning or interrogation. The advisement, if any, shall be made by the SRO or security guard as provided by their agencies' policies and procedures.

Referral to Law Enforcement for Prosecution. The school district's student discipline policy is the school policy required by state law that addresses the student conduct or actions that will be referred to law enforcement for prosecution and the type of student conduct or actions that will be resolved as a disciplinary matter by a school official and not referred to law enforcement.

Restraint and Seclusion. The school district's restraint and seclusion policy applies to the use of restraint and seclusion on students by school district employees. SROs and security guards that are not employees of the school district are not governed by the school district's restraint and seclusion policy. Instead, they will be governed by the restraint and seclusion policies, practices, and procedures

implemented by their employers.

Filing and Posting the MOU. The superintendent shall provide a copy of any initial MOU entered into under this policy to the Nebraska Department of Education (Department) or post a copy on the school district's website within three months of its adoption. The superintendent shall thereafter file any changes to the MOU with the Department or post it on the school district's website no later than January 1st of each year.

Complaint Process. Any student or parent who wishes to express a concern or file a complaint about an SRO or security guard and the practices of the SRO or security guard must follow the school district's complaint procedure.

Adopted on: July 13, 2020

Revised on:

Reviewed on: June 22, 2020

3061
Golden Age Pass

The Ralston Public Schools will issue a Golden Age Pass to any Ralston School District resident, or any parent/guardian or grandparent of any current or open enrolled student. The recipient must be 54 years of age or older. The Golden Age pass identification card will admit the card holder to any Ralston School District sponsored activity without payment of admission, excluding special competitions or tournament games. The card will remain valid during the lifetime of the card holder.

Adopted on: July 13, 2020

Revised on:

Reviewed on: June 22, 2020

5016 Student Records

The school district shall manage student records and reports as is necessary for effective administration and in compliance with law. In general "student records" shall not include transitory communications such as e-mail, text messages, handwritten communication between school and home, and the like, and these items will not generally be maintained by the district. "Student records" also shall not include any records created and maintained by the district's law enforcement unit for a law enforcement purpose.

For purposes of the district's compliance with state and federal law, the district "maintains" student records which are printed and kept in the student's physical file or which school district staff have intentionally saved within the official school district digital student information system that specifically identifies the student for whom those records are maintained. The school district may also use learning management systems, which deliver and manage instructional content. The school district maintains student records within its student information system but not in its learning management system. The official school district student information system is SIMS.

Each building principal will assign responsibilities for the preparation and maintenance of records and will ensure compliance with the applicable federal and state laws, regulations, and record retention schedules regarding their storage and use in the building. No "student record" or record required to be retained by the Nebraska Secretary of State's Record Retention Schedules applicable to the district will be destroyed unless it is first saved in a retrievable, digital format. This includes only records required to be kept by the applicable Retention Schedules and "student records" as defined by state and federal law, and this policy does not prohibit the district from following its record expungement procedures for all other records.

Students or their parents, guardians, teachers, counselors, or school administrators shall have access to the school's files or records maintained concerning themselves or their students. For purposes of this policy, "teachers" include paraeducators and volunteers who are providing educational services to a student on behalf of the School District. A school official may access, maintain, and use education records containing personally identifiable information (PII) when they have a legitimate educational interest in such. "School official" includes any agent, volunteer, or contractor performing an institutional service or function for which the school would otherwise use its own employees and who is under the school district's direct control with respect to their access to, maintenance of, and use of PII from student records. For example, a school official may include, but would not be limited to, a teacher or other educator, administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); school board member; volunteer; contractor or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, representative of the district's insurance providers, auditor, medical consultant, therapist, or a third-party website operator who has contracted with the school district or its agent to offer online programs for the benefit of students and/or the district; members of law enforcement acting on behalf of the school district; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent,

student, or other volunteer assisting another school official in performing their tasks. A school official typically has a “legitimate educational interest” if the official needs to review an education record in order to fulfill a school-related professional, contractual, statutory, or regulatory responsibility.

All disciplinary material shall be removed and destroyed upon the pupil's graduation or after the pupil's continuous absence from the school for a period of three years, and after authorization is given by the State Records Board pursuant to state law. Upon request, the school district will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

Outside agencies such as physicians, probation officers, psychologists, child guidance clinics, and other agencies concerned with child welfare who are working directly with a child may have access to information pertaining to that child with written parental consent or upon issuance of a valid court order.

The school district shall share student data, records, and information with school districts, educational service units, learning communities, and the State Department of Education to the fullest extent practicable unless otherwise prohibited by law. This includes sharing information with the Department of Education necessary to comply with the requirement of state law that all third-year high school students take a college entrance exam. Any redisclosure of information related to the administration of this exam shall be governed by the agreement between the Nebraska Department of Education and the third-party testing company.

Each year, the school district will notify parents and guardians of their rights under this policy and the Family Educational Rights and Privacy Act.

Adopted on: July 13, 2020

Revised on:

Reviewed on: June 22, 2020

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