

Board of Education Regular
Meeting/Business
Monday, October 28, 2024 6:00 PM

Virginia Moon Administrative Center
8545 Park Dr
Ralston, NE 68127-3621

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. Government Relations Update
Speaker(s): Mr. Jason Buckingham
 - 6.2. NASB Updates and Information
Speaker(s): Mrs. Elizabeth Kumru
 - 6.3. Bridge Presentation
Speaker(s): Marian Fey
 - 6.4. Glow Church Presentation
Speaker(s): Steve Snodgrass
 - 6.5. Enrollment Update
Speaker(s): Dr. Anne Harley
 - 6.6. Certified Staff Negotiations Process
Speaker(s): Jason Buckingham/Aaron Bredenkamp/Mike Rupprecht
 - 6.7. Ralston Schools Foundation Update
Speaker(s): Mary Roarty/Jason Buckingham
7. Board Action Items
 - 7.1. Voluntary Separation Program (Action)
Speaker(s): Aaron Bredenkamp
 - 7.2. Approval of revised Policy 4002 Drug Free workplace (Action)
Speaker(s): Jason Buckingham
 - 7.3. Approval of revised Policy 4005 Communications Between the Board and District Employees (Action)
Speaker(s): Jason Buckingham
 - 7.4. Approval of revised Policy 4008 Outside Employment (Action)
Speaker(s): Jason Buckingham

7.5. Approval of revised Policy 4009 Restrictions on Employees Receiving Gratuities
(Action)

Speaker(s): Jason Buckingham

7.6. Approval of revised Policy 4015 Prohibition Against Board Members Employment
(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.

Except for closed sessions, the board will allow members of the public an opportunity to speak at each meeting. 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 shall require members of the public desiring to address the board to identify themselves, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

Adopted on: _____

Revised on: _____

Reviewed on: _____

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

Monday, October 14, 2024

The Ralston Public Schools Board of Education met in open, public session on Monday, October 14, 2024. The meeting took place at the Virginia Moon Administrative Center, 8545 Park Drive, Ralston, NE. The District provided advance 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

A motion was made to excuse the Board Secretary Mrs. Samantha Willey. A motion was made by Mrs. Kumru and seconded by Mrs. Carrie Hough.

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

In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Anne Harley, Mrs. Melissa Stolley, Mr. Jim Frederick, and Mrs. Angie Murphy.

Consent Agenda

Consent agenda items include minutes from the September 23, 2024, meeting; Financial Report, September bills in the amount of \$601,987.26 for the General Fund, and \$1,294,651.43 for the Special Building Fund. Prior to the meeting, Mrs. Robin Richards and Mrs. Liz Kumru reviewed the bills.

Motion to approve consent agenda was made by Mrs. Liz Kumru and seconded by Mrs. Katie Krause.

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

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Mrs. Robin Richards started the Board's comments by stating she met with Mr. Jason Buckingham at Seymour during parent-teacher conferences and the building was full of parents and students.

The Board recently attended the NASB Area Membership meeting. Mrs. Richards congratulated the Board on receiving the Board of Excellence Award four years in a row. She also recently attended the RHS Distinguished Alumni Celebration and the Homecoming Football game.

Mrs. Richards and her fellow Board members also attended the Mockingbird Elementary ribbon-cutting ceremony. She thanked fellow Board member Mrs. Liz Kumru for speaking at the event. Mrs. Richards also organized a Legislative Committee meeting to discuss the upcoming interim studies and how those will potentially impact decisions made about public education.

Mrs. Liz Kumru congratulated the Ralston High School band on their exceptional performances and wished them well in the remainder of their competitions. She said it was nice to hear about the Ralston High School FFA poinsettia fundraiser and encouraged the community to support this student organization. Mrs. Kumru looks forward to attending the Ralston High School fall musical, "9-5" and the ribbon-cutting assembly at Seymour Elementary School.

Ms. Roarty thanked the Ralston Schools Foundation for a successful Golf Tournament and Ralston High School Distinguished Alumni Celebration. She looks forward to interacting with some Ralston Middle School students at the upcoming UNO Code Crush events. Ms. Roarty's employer, Fiserv, sponsors the UNO event.

Mrs. Krause will take Seymour Elementary kindergarten students on a nature adventure at a park close to the school as part of her outreach activities through the University of Nebraska Extension Office. She is also working with Blumfield to plan a similar activity for their students in November. Mrs. Krause thanked the Ralston Family Fall Festival planning committee for their work in putting together the event. Her family had a great time, and she thought the high school volunteers were amazing. Lastly, she thanked the staff of Lil' and Tiny Rams for providing care on non-school days.

Mrs. Hough did not have anything to add to what was already discussed.

District Financial Report

Mr. Buckingham provided an overview of the District Financial report and addressed all the questions from the Board of Education.

Government Relations Update

Mr. Buckingham updated the Board on the recent Legislative Committee meeting. The group discussed the interim studies being proposed by members of the State Legislature. Several of those could have an impact on public education. The group will keep a close eye on those studies, and if any new developments occur, the Board will be updated at the following meeting.

NASB Update

Mrs. Liz Kumru said there is an NASB Executive meeting coming up that she will attend. She wanted to remind everyone about the State Conference coming up in November.

Enrollment Update

Dr. Anne Harley reviewed the enrollment information with the Board. The District currently sits at 3,671 students, which is 106 more students from last year.

Superintendent Evaluation Update

Mr. Buckingham shared the resources for the Superintendent Evaluation model.

Timeline for Supt. Evaluation:

- 10/21-10/27 Supt. completes self-evaluation
- 10/29 NASB compiles self-evaluation results and sends them to BOE
- 10/29-11/7, BOE members complete their evaluation of the Superintendent.
- 11/18 Final Report and Executive Summary will be emailed to BOE President
- 11/28 Results of Superintendent Evaluation to be shared at the BOE meeting

School Safety Presentation

Mrs. Missy Stolley gave a yearly presentation on our safety program at RPS. She reviewed the safety requirements and how they are documented internally, as well as staff safety communications tools.

Drills and Protocols:

- Fire Drills
- Lockdown Drills
- Tornado Drills
- Bus Evacuation

Emergency Operations Plan:

- Reviewed annually with law enforcement partnerships.

Emergency Communication Tools

- Mobile Rave App
- Integration with New Building Technology

Collaboration with Law Enforcement

Voluntary Separation Program

Mr. Buckingham outlined the District's Voluntary Separation Program.

Additional Board Action Item

Cornerstone Christian Swimming Co-Op

Mrs. Elizabeth Kumru motioned to approve a cooperative relationship with Cornerstone Christian for swimming and diving for the 2024-2025 season. The motion was seconded by Mrs. Carrie Hough.

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

Option Enrollment Resolution

Mrs. Katie Krause motioned to approve the Option Enrollment Capacity Resolution as written. The motion was seconded by Mrs. Carrie Hough.

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

Reassignment of current policy 3041 Child Care Program to 3066. Adopt new policy 3041 Safety Team Duties.

Mrs. Elizabeth Kumru motioned to approve reassignment of Child Care Program policy to number 3066, and adoption of Safety Team Duties policy to 3041. The motion was seconded by Mrs. Katie Krause.

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

Removal of Policy 3037 Petty Cash

Mrs. Katie Krause motioned to approve the removal of policy 3037 Petty Cash, as it is no longer used. The motion was seconded by Mrs. Carrie Hough.

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

Approval of revised Policy 3035 Chain of Command

Mrs. Elizabeth Kumru motioned to approve the redline copy of Policy 3035 Chain of Command as presented. The motion was seconded by Mrs. Katie Krause.

Mrs. Hough: Yes
Mrs. Richards: Yes
Mrs. Krause: Yes

Ms. Roarty: Yes
Mrs. Kumru: Yes

Early Graduation Request for Emely Caravantes

Mrs. Katie Krause motioned to approve the Early Graduation Request for Emely Caravantes. The motion was seconded by Mrs. Elizabeth Kumru.

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

Policy Review

The Board and Administration reviewed proposed policies:

- 4002 Drug and Alcohol-Free Workplace
- 4004 Employment of Relatives, Domestic Partners, and Significant Others
- 4005 Communication Between the Board and District Employees
- 4006 Insurance
- 4007 Personnel Records
- 4008 Outside Employment
- 4009 Restrictions on Employees Receiving Gratuities
- 4015 Prohibition Against Employment of Board Members

Adjournment

The Board voted to adjourn the meeting at 7:23 pm with a motion made by Mrs. Liz Kumru and a second by Mrs. Katie Krause.

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

The next regular meeting is scheduled for October 28, 2024, at 6:00 pm.

Mrs. Robin Richards, President

Mrs. Samantha Willey, Secretary

TENTATIVE* 2025 Legislative Session

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

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

Sun	Mon	Tue	Wed	Thur	Fri	Sat
March						
						1
2	3 RECESS	4 DAY 34	5 DAY 35	6 DAY 36	7 DAY 37	8
9	10 DAY 38	11 DAY 39	12 DAY 40	13 DAY 41	14 RECESS	15
16	17 RECESS	18 DAY 42	19 DAY 43	20 DAY 44	21 RECESS	22
23	24 DAY 45	25 DAY 46	26 DAY 47	27 DAY 48	28 RECESS	29
30	31 DAY 49					

Sun	Mon	Tue	Wed	Thur	Fri	Sat
April						
		1 DAY 50	2 DAY 51	3 DAY 52	4 RECESS	5
6	7 RECESS	8 DAY 53	9 DAY 54	10 DAY 55	11 DAY 56	12
13	14 DAY 57	15 DAY 58	16 DAY 59	17 DAY 60	18 RECESS	19
20	21 RECESS	22 DAY 61	23 DAY 62	24 DAY 63	25 HOLIDAY	26
27	28 DAY 64	29 DAY 65	30 DAY 66			

Sun	Mon	Tue	Wed	Thur	Fri	Sat
May						
				1 DAY 67	2 RECESS	3
4	5 RECESS	6 DAY 68	7 DAY 69	8 DAY 70	9 DAY 71	10
11	12 DAY 72	13 DAY 73	14 DAY 74	15 DAY 75	16 RECESS	17
18	19 DAY 76	20 DAY 77	21 DAY 78	22 DAY 79	23 RECESS	24
25	26 HOLIDAY	27 DAY 80	28 DAY 81	29 DAY 82	30 DAY 83	31

Sun	Mon	Tue	Wed	Thur	Fri	Sat
June						
1	2 RECESS	3 DAY 84	4 DAY 85	5 DAY 86	6 RECESS	7
8	9 DAY 87	10 DAY 88	11 DAY 89	12 RECESS	13 RECESS	14
15	16 RECESS	17 RECESS	18 DAY 90	19	20	21
22	23	24	25	26	27	28
29	30					

Legislative Recess Days

January 17
 February 14, 28
 March 3, 14, 17, 21, 28
 April 4, 7, 18, 21
 May 2, 5, 16, 23
 June 2, 6, 12, 13, 16, 17

Federal & State Holidays

January 20 – Martin Luther King Jr. Day
 February 17 – Presidents' Day
 April 25 – Arbor Day
 May 26 – Memorial Day

*The calendar is subject to change by the speaker elected in the 109th Legislature.

2023 ADVOCACY HANDBOOK

FOR THE 2023 LEGISLATIVE SESSION

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

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

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

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



WELCOME - YOUR ROLE

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108TH LEGISLATURE, 1ST SESSION

CAN YOU REALLY MAKE A DIFFERENCE? YES YOU CAN!

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

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

DID YOU KNOW: #weLIVEhere

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



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

2023 LEGISLATIVE CALENDAR

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

(All Dates are Tentative & Subject to Change)



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YOUR ROLE - ADVOCACY & ENGAGEMENT

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108TH LEGISLATURE, 1ST SESSION

SHARE YOUR STORY

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

LEGISLATORS CARE ABOUT YOUR OPINION.

REMINDE THEM, YOU ARE THEIR NEIGHBOR.

VOTERS ALSO PUT YOU IN OFFICE.

YOU HAVE AN INFLUENTIAL ROLE IN YOUR COMMUNITY.

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

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

BUDGET

GENERAL FUND LEVY - BUILDING FUND LEVY
% OF BUDGET FOR SPECIAL ED
% OF BUDGET FOR ADMINISTRATIVE COSTS
DISTRICT VALUATION

KIDS

% KIDS ON FREE & REDUCED LUNCH
% OF KIDS IN ELL
OF NET OPTION STUDENTS
GRADUATION RATE/ACHIEVEMENT DATA

SCHOOL

ENROLLMENT
OF KIDS IN PRE-SCHOOL
AVERAGE CLASS SIZE
OF BUILDINGS / # OF TEACHERS

WHAT CAN NASB DO FOR YOU?

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

YOUR NASB LEGISLATIVE TEAM & RESOURCES

Colby Coash - Associate Executive Director, Director of Government Relations - ccoash@NASBOnline.org

Matt Belka - Director of Marketing, Communications & Advocacy - mbelka@NASBOnline.org

John Spatz - Executive Director - jspatz@NASBOnline.org

Lindsey Wooton - Administrative Specialist - lwooton@NASBOnline.org



Bookmark the "Government Relations" tab of www.NASBOnline.org

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NASB Videos: "NASB Home / News & Resources / Videos"

Key Hashtags: [#liveNASB](https://twitter.com/hashtag/liveNASB) [#weLIVEhere](https://twitter.com/hashtag/weLIVEhere)



Nebraska Legislature: www.nebraskalegislature.gov

Senators Web Pages: www.nebraskalegislature.gov/senators

YOUR 2023-24 STATE SENATORS

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108TH LEGISLATURE, 1ST SESSION



Sen. Julie Slama
District 1
Dunbar



Sen. Robert Clements
District 2
Elmwood



Sen. Carol Blood
District 3
Bellevue



Sen. Brad von Gillern
District 4
Elkhorn



Sen. Mike McDonnell
District 5
Omaha



Sen. Machaela Cavanaugh
District 6
Omaha



Sen. Tony Vargas
District 7
Omaha



Sen. Megan Hunt
District 8
Omaha



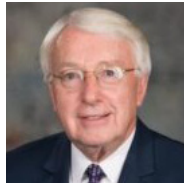
Sen. John Cavanaugh
District 9
Omaha



Sen. Wendy DeBoer
District 10
Omaha



Sen. Terrell McKinney
District 11
Omaha



Sen. Merv Riepe
District 12
Ralston



Sen. Justin Wayne
District 13
Omaha



Sen. John Arch
District 14
Papillion



Sen. Lynne Walz
District 15
Fremont



Sen. Ben Hansen
District 16
Blair



Sen. Joni Albrecht
District 17
Thurston



Sen. Christy Armendariz
District 18
Omaha



Sen. Robert Dover
District 19
Norfolk



Sen. John Fredrickson
District 20
Omaha



Beau Ballard
District 21
Lincoln



Sen. Mike Moser
District 22
Columbus



Sen. Bruce Bostelman
District 23
Brainard



Sen. Jana Hughes
District 24
Seward



Sen. Suzanne Geist
District 25
Lincoln

YOUR 2023-24 STATE SENATORS

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108TH LEGISLATURE, 1ST SESSION



Sen. George Dungan
District 26
Lincoln



Sen. Anna Wishart
District 27
Lincoln



Sen. Jane Raybould
District 28
Lincoln



Sen. Eliot Bostar
District 29
Lincoln



Sen. Myron Dorn
District 30
Adams



Sen. Kathleen Kauth
District 31
Omaha



Sen. Tom Brandt
District 32
Plymouth



Sen. Steve Halloran
District 33
Hastings



Sen. Loren Lippincott
District 34
Central City



Sen. Raymond Aguilar
District 35
Grand Island



Sen. Rick Holdcroft
District 36
Bellevue



Sen. John Lowe
District 37
Kearney



Sen. Dave Murman
District 38
Glenvil



Sen. Lou Ann Linehan
District 39
Elkhorn



Sen. Barry DeKay
District 40
Niobrara



Sen. Tom Briese
District 41
Albion



Sen. Mike Jacobson
District 42
North Platte



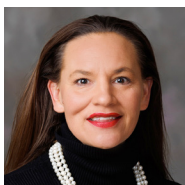
Sen. Tom Brewer
District 43
Gordon



Sen. Teresa Ibach
District 44
Sumner



Sen. Rita Sanders
District 45
Bellevue



Sen. Danielle Conrad
District 46
Lincoln



Sen. Steve Erdman
District 47
Bayard



Sen. Brian Hardin
District 48
Gering



Sen. Jen Day
District 49
Gretna



Gov. Jim Pillen

YOUR 2023 NASB LEGISLATION COMMITTEE

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108TH LEGISLATURE, 1ST SESSION



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



Kim Burry
NASB President
Bayard



Stacy Jolley
NASB Vice President
Millard



Member 1
Spencer Head
Omaha



Member 2
Jane Erdenberger
Omaha



Member 3
Bob Rauner
Lincoln



Member 4
Kathy Danek
Lincoln



Member 5
Sarah Centineo
Bellevue



Member 6
Beth Morrisette
Westside



Member 7
Suzanne Sapp
Ashland-Greenwood



Member 8
Amanda McGill Johnson
Millard



Member 9
Drew Blessing
Kearney



Member 10
Marla Grier
South Sioux City



Member 11
Doug Keener
Mitchell



Member 12
Ryne Seaman
Seward



Member 13
Steve Blocher
West Point



Member 14
Jim Vlach
Lyons-Decatur



Member 15
Brian Quackenbush
Tri County



Member 16
Judy Thompson
ESU 16



Appointed Member
Lisa Albers
Grand Island



Appointed Member
Skip Altig
North Platte



Appointed Member
Brian Copsy
Gering



Appointed Member
Kyle Fisher
Springfield Platteview



Appointed Member
Steve Koch
Hershey



Appointed Member
Stephanie Summers
David City



Appointed Member
Lisa Wagner
Central City



Appointed Member
Brad Wilkins
Ainsworth

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

NASB POSITIONS ENCLOSED

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108TH LEGISLATURE, 1ST SESSION

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

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

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

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

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

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

Legislative Resolutions are in effect for one year only.

WHAT DOES THIS REPRESENT?

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

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

YOUR 2023 LEGISLATIVE RESOLUTIONS

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1,960,000 Nebraskans

324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

108TH LEGISLATURE, 1ST SESSION

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

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

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CREATING A VISION FOR NEBRASKA'S FUTURE

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

EDUCATION PROGRAM OPPORTUNITIES

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

EXPAND USE OF QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

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

HEALTHY CULTURES & RESILIENCY IN SCHOOLS

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

MENTAL & BEHAVIORAL HEALTH

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

SUPPORT OF EARLY CHILDHOOD PROGRAMS IN THE COMMUNITY

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

SUPPORT THE COLLECTION AND USE OF RELEVANT DATA

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

UPDATING NOTICE REQUIREMENTS

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

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1,960,000 Nebraskans

324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

108TH LEGISLATURE, 1ST SESSION

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

Standing positions are statements of policy and purpose which are developed and maintained over time. They are considered annually by the Delegate Assembly, and remain in effect until they are actively removed.

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BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

CONDITIONS OF CHILDREN

CURRICULUM & INSTRUCTION

FUNDING & FINANCE

GOVERNANCE & STRUCTURE

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

STATE POLICY

S-4 — COLLABORATIVE SERVICES TO YOUTH

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

S-5 — LEADERSHIP TEAM

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

S-6 — PARENT INVOLVEMENT

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

S-7 — POLICY

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

S-8 — USE OF ACCOUNTABILITY DATA FOR SCHOOL IMPROVEMENT

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

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — BOARD DEVELOPMENT

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

S-2 — BOARD RECOGNITION

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

S-3 — BUSINESS AND EDUCATION PARTNERSHIPS

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

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CONDITIONS OF CHILDREN

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

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

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

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

S-11 — COOPERATION WITH HHS

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

S-12 — EARLY CHILDHOOD EDUCATION

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

S-13 — ENROLLMENT OPTION; HOMEBOUND STUDENTS

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

S-14 — ENROLLMENT OPTION LIMITATION

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

S-15 — LIABILITY FOR MEDICATION ADMINISTRATION

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

S-16 — NUTRITION EDUCATION/STUDENT WELLNESS

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

S-17 — SAFE SCHOOL ENVIRONMENT

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

S-18 — STATEWIDE POVERTY/TRAUMA FUNDING

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

S-19 — STUDENT DISCIPLINE

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

CURRICULUM & INSTRUCTION

S-20 — ACCESS TO EQUAL EDUCATION OPPORTUNITIES

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

S-21 — ACHIEVEMENT TEST SCORE USE

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

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S-22 — ASSESSMENT OF STUDENT LEARNING

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

S-23 — CULTURAL DIVERSITY

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

S-24 — CURRICULUM ADOPTION

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

S-25 — LIBRARY/MEDIA CONTENT

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

S-26 — RESPONDING TO SPECIAL EDUCATION COSTS

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

S-27 — STUDENT EXPRESSION

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

S-28 — TECHNOLOGY

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

FUNDING & FINANCE

S-29 — ACCOUNTING OF FUNDS

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

S-30 — BUDGET LID: GROWTH FACTOR

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

S-31 — COMPENSATION FOR STATEWIDE STANDARDS & ASSESSMENTS

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

S-32 — ELIMINATION OF BUDGET RESERVE LIMITS

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

S-33 — ELIMINATION OF EXPENDITURE LIMITATION

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

S-34 — ESU CORE SERVICES FUNDING

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

S-35 — FINANCING CAPITAL IMPROVEMENTS

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

S-36 — FISCAL POLICY

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

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

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

S-38 — FUNDING OF MANDATED PROGRAMS

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

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

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

S-40 — GENERAL FUND RESERVE LIMIT EXCEPTION

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

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

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

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

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

S-43 — LEGISLATION IMPLEMENTATION

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

S-44 — LEGISLATIVE REVIEW OF STATUTORY DEADLINES

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

S-45 — PROPERTY TAX REFORM/RELIEF

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

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

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

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

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

S-48 — SPECIAL BUILDING FUND TAX LEVY EXCLUSION

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

S-49 — STATE FUNDING SYSTEM

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

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

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

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

S-51 — VOUCHERS AND TAX CREDITS

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

GOVERNANCE & STRUCTURE

S-52 — ACCOUNTABILITY

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

S-53 — ALLIED SCHOOLS

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

S-54 — AMEND OPEN MEETINGS ACT FOR EVALUATIONS

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

S-55 — AUTHORITY OF SCHOOL BOARDS

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

S-56 — CHARTER SCHOOLS

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

S-57 — DUTIES OF SCHOOLS

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

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

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

S-59 — EDUCATIONAL SERVICE UNIT GOVERNANCE

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

S-60 — EDUCATIONAL SERVICE UNIT REORGANIZATION

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

S-61 — INTERACTIVE REMOTE COMMUNICATION TECHNOLOGY (TELEVIDEO)

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

S-62 — ORGANIZATION

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

S-63 — PERSONAL LIABILITY

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

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

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

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

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

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

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

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

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

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

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

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

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

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

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

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

STATE POLICY

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

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S-79 — CHOICE AND AFFILIATION

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

S-80 — CONSTITUTIONAL RIGHTS & RESPONSIBILITIES

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

S-81 — CORPORATE SPONSORSHIPS IN SCHOOLS

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

S-82 — EDUCATIONAL SERVICE UNITS

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

S-83 — GUIDING THE P-16 EFFORT: 21ST CENTURY SKILLS

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

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

(2009, amended 2016)

S-84 — INDEPENDENT SCHOOL DISTRICTS

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

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

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

S-86 — LOCAL DISTRICT ADVOCACY

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

S-87 — NDE AUTHORITY

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

S-88 — NONPUBLIC SCHOOLS STANDARDS

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

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

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



Family Resource Connector Network

Agenda

What is The BRIDGE

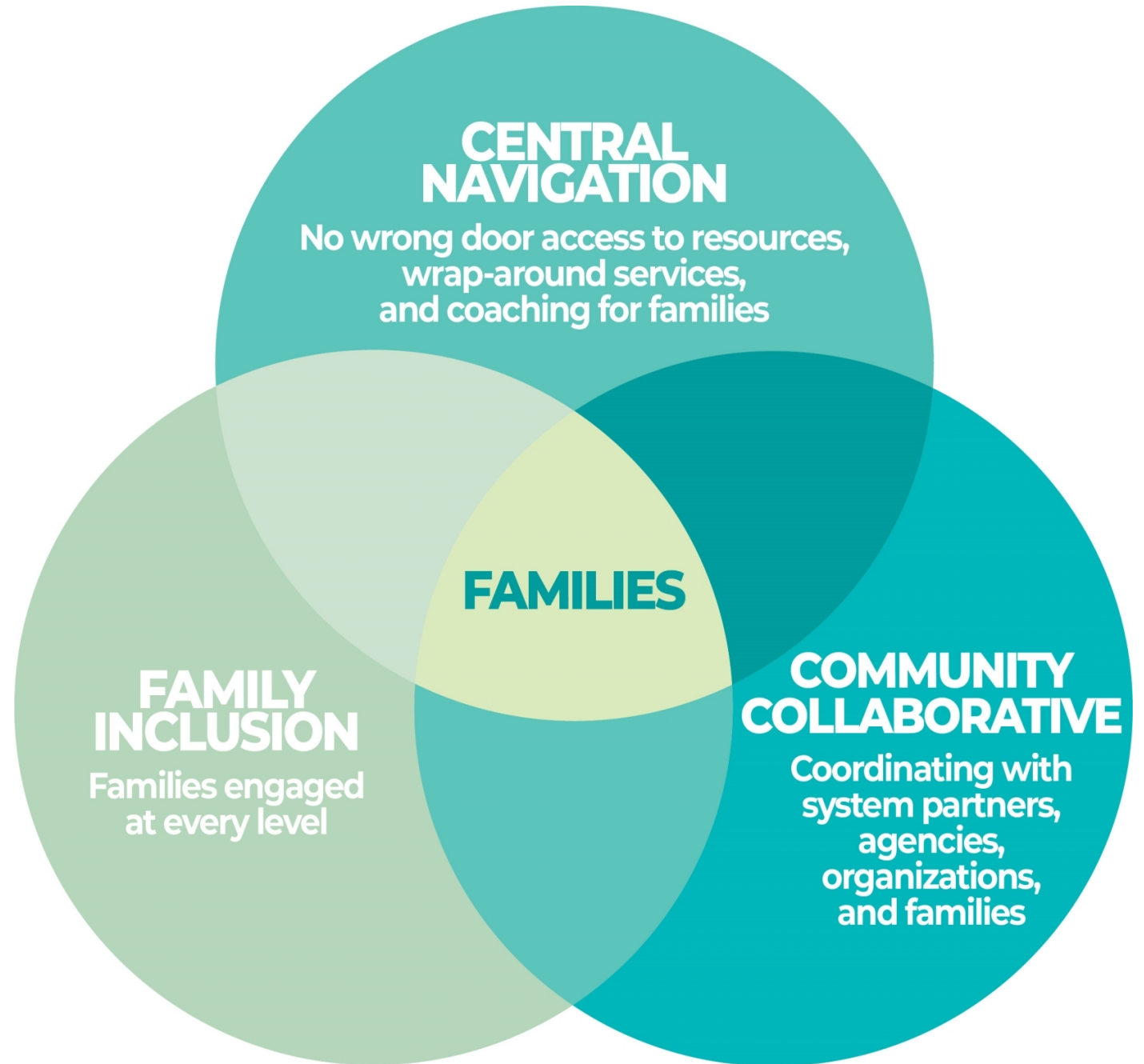
What are the initiatives

Background

- The BRIDGE is the unification of three ideas
 - Community Response as a prevention system throughout Nebraska
 - The need for greater access to human services in western parts of the city
 - The need for prevention programs in Douglas County

The BRIDGE

Three strategies around prevention into the juvenile justice and child welfare systems using the evidence based Community Response model



The BRIDGE

- A network of place-based family resource centers. Using spaces where families already have trusted relationships, a navigator will work with families to provide concrete supports, access to wrap around services, and coaching.
- Families and young adults have access to community building and leadership opportunities.
- Family serving organizations and agencies work together to coordinate and collaborate.

Community Collaborative

Strategy One

Community Collaborative

- Quarterly meetings with system partners including agencies, nonprofits, for profit, and parent leaders
 - Youth and Family Leadership Work Group
 - Maternal/Early Childhood Medical Pathways Work Group
 - Resource Work Group

Central Navigation

Strategy Two

Central Navigation

- Place Based Navigators - "no wrong door" approach
 - Family led and voluntary
 - Eligibility
- Concrete supports
 - Support services fund
- Navigation pathways include
 - Partner referrals
 - Partner agencies, organizations, school districts, JAC, medical providers
 - Self referrals
 - Website or directly through a navigator

Youth and Family Leadership

Strategy Three

Family Engagement At Every Level

- Community Cafes
- Youth Advisory
- Board of Directors
- Events
- Collaborative and Work Groups

BRIDGE Numbers

- **October 1, 2023 – September 30, 2024**
- **Total children and families served 987**
 - Total family referrals 561
 - Total food delivery families 96
 - Total family leadership participants 196
 - Total youth engagement participants 134

Ralston Specific

- **Programs**
 - Rabble Mill - 17
 - Expressive Arts - 16
 - Digital Arts - 4
 - Smells like teen spirit - 10
- **Navigation**
 - 9 families from July 1, 2024 – October 15, 2024
- **Navigator availability**
 - At schools, programs, and with families

Questions?

- WWW.BRIDGEFamilyNetwork.org





10-10-2024 BRIDGE Narrative Grant Report for Ralston Public Schools

Oct. marks a year of program implementation through The BRIDGE and provides an opportunity to give an update on the goals laid out in our original agreement with the Ralston Public Schools.

For Families

Utilize navigators to provide resources and referrals with collaborative partners. Utilize navigators to connect families to Family Coaches to identify/pursue goals and dreams.

Provide regular professional development to staff to enhance understanding of healthy child and youth development across cultures.

- The BRIDGE currently has six full time navigators: three family navigators, and three young adult navigators. Cross training exists for all navigation staff.
- Anyone may make a referral to The BRIDGE. Organizational partners with an MOU allow for data-sharing and evaluation collaboration. The BRIDGE had 17 MOU partners in the first year and has 21 in FY 2024-25.
- The following are MOU organizational partners:
 - Creighton Community Connections
 - Child Saving Institute
 - ENCAP
 - Family Housing Advisory Services
 - Heart Ministry Center
 - Latino Center of the Midlands
 - Learning Community (North and South Omaha Learning Centers)
 - Lutheran Family Services
 - Nebraska Children's Home Society
 - One World
 - Project Harmony
 - Visiting Nurse Association
 - Omaha, Ralston, Millard, and Westside Public Schools
- New partner organizations for 2024-25 will include
 - Charles Drew

- Nebraska Early Childhood Collaborative
 - Educare
 - United Way
- After a year of intensive planning and preparation, the programs and staff of Project Everlast transitioned to The BRIDGE on July 1, 2024. The site is now a walk-in location for any resident of Douglas County with a minor child in the home and young adults up to age 26.
 - Project Everlast is located in East Omaha at 26th and Harney.
 - Following a start-up year, The BRIDGE has navigators offering office hours at four Omaha area middle schools. Staff work closely with school personnel to provide services to families and are becoming a trusted resource within the school districts and school communities.
 - Middle School Sites are located in North Omaha at Nathan Hale, Ralston, Millard Central, and Westside.
 - Using the “no wrong door” approach, referrals come into The BRIDGE Central Navigation system from referral partners, school personnel, self-referrals on the website, and by walking in to one of the sites.
 - BRIDGE staff has participated in Youth and Families Thrive training.
 - After a year of research and planning, family coaching will be initiated in January of 2025 through the Eastern Nebraska Community Action Partnership (ENCAP). This will be a pilot project dedicated to financial literacy, management, and goal setting for families.
 - Maternity Match is our other coaching program for expecting parents.

Promote generational activities—to include fathers, mothers, grandparents, and other kin.

Develop Parent Advisory Committees and Youth Advisory Committees for Program assessment and program development.

- The BRIDGE hosted a series of community meetings for both organizations and families. Listening to these stakeholders, we opted to engage family leaders through two initiatives.
 - Opportunity Knocks: Quarterly events where families can share and learn about wider community opportunities for engagement and leadership.
 - At the first event in August 2024 families learned about opportunities through Completely Kids, Help Me Grow, I Be Black Girl, and Community Cafes.
 - Community Cafes: Monthly events led by and for families and hosted by The BRIDGE and its community partners. Cafes provide families the space to lead their community through a series of topics generated by the participants.

- The first series of six Cafe events is two-thirds complete. Attendance continues to grow each month. The Sept. Cafe had 28 attendees plus children.
 - Planning has started for the next series.
- All BRIDGE family leadership initiatives are planned with and led by parent leaders. Parent leaders are compensated for their time. When appropriate, meals and childcare are provided.
- Feedback from parent leader initiatives is utilized in Central Navigation and the Community Collaborative.
- Youth Advisory Committees are held monthly at Project Everlast and guide the initiatives and activities of young adult navigation. Examples of recent activities include Foster Youth Voice Night, financial literacy, and a cooking class.

For Students

Provide youth activities that are engaging and support positive youth development.

Support participants to share/teach their skills with other participants.

- In the 2023-24 school year, The BRIDGE contracted with three community partners to bring student engagement activities to students from Ralston Middle Schools.
 - 37 students from Ralston participated
 - All families of participants received access to navigation services
 - Using feedback from student post-event surveys, we learned that
 - 90% of participants were engaged and glad they participated
 - 70% learned about other engagement activities they might want to take part in
 - 92% would participate in another engagement activity sponsored by The BRIDGE
 - Here are two of the many positive comments we received from students.
 - "I have absolutely loved every second I've gotten to spend here. We have amazing conversations, both emotional and hilarious. I would do this again, no questions, no doubt."
 - "No where have I felt more accepted, this group is where the quiet and loud ones can come together and become friends."

For Parents

Provide parent education that is relevant to child/youth development and tailored to the community/culture.

Train families and staff in advocacy strategies, such as access to housing, immigration rights, etc.

- Through the Community Collaborative and family leadership initiatives parents

were given information and access to many programs such as Parent Ambassadors, Circle of Security, and financial literacy classes.

- This year parents are invited to participate in trainings on Youth & Families Thrive, education rights, and motivational interviewing through the UNO Social Work department.

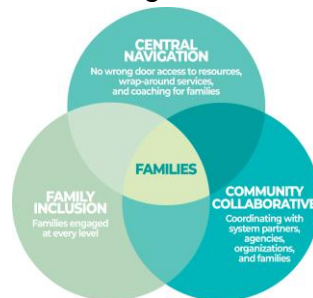
Evaluation

Solicit regular community feedback from families throughout the community to identify gaps/improve programming.

Adjust program practices in light of data and community feedback.

Data is used to help identify gaps and collaborate with community partners.

- The BRIDGE convened four quarterly Collaborative meetings throughout 2023-24. Priorities for the Collaborative were:
 - Resources for the community—outreach and coordination
 - Monthly Resource Group met with an average attendance of 49
 - Gaps in service are identified and lifted up to the Collaborative and other stakeholders.
 - Parent leadership and family inclusion at every level
 - Maternal and early childhood medical pathways
 - Outcomes include greater coordination of partners around medical pathways, needs of families with young children, early intervention, home visitation, and resources.
- Collaborative attendance averaged 37
- Representation at Collaborative meetings is from 43 agencies and organizations



Implement a data management system for all programs, to increase consistency in data collection processes.

Data manager analyzes, shares data with families, BoD, community partners, elected officials, funders, and other stakeholders.

- Quarterly output data sent to stakeholders (Oct/Jan/April/July)
- Evaluation portfolio established to assess efficiency, satisfaction, and process

- New Find Help database to allow for a closed-loop referral system, access to data by partners, family-facing portal for access to individual information, and the ability to measure prevention across the State of Nebraska—implemented July 2024
- Promotive and Protective Factors follow up survey for Central Navigation

The BRIDGE by the numbers, Oct. 1, 2023 – Sept. 30, 2024

- Total family referrals **561**
 - RPS referrals July 1 – Sept. 30, 2024 **6 families**
 - District specific data not collected prior to 7/1/24
- Total food delivery referrals **96 families**
- Total family leadership participants **196**
- Total youth engagement participants **134**
- **Total children and families served 987**



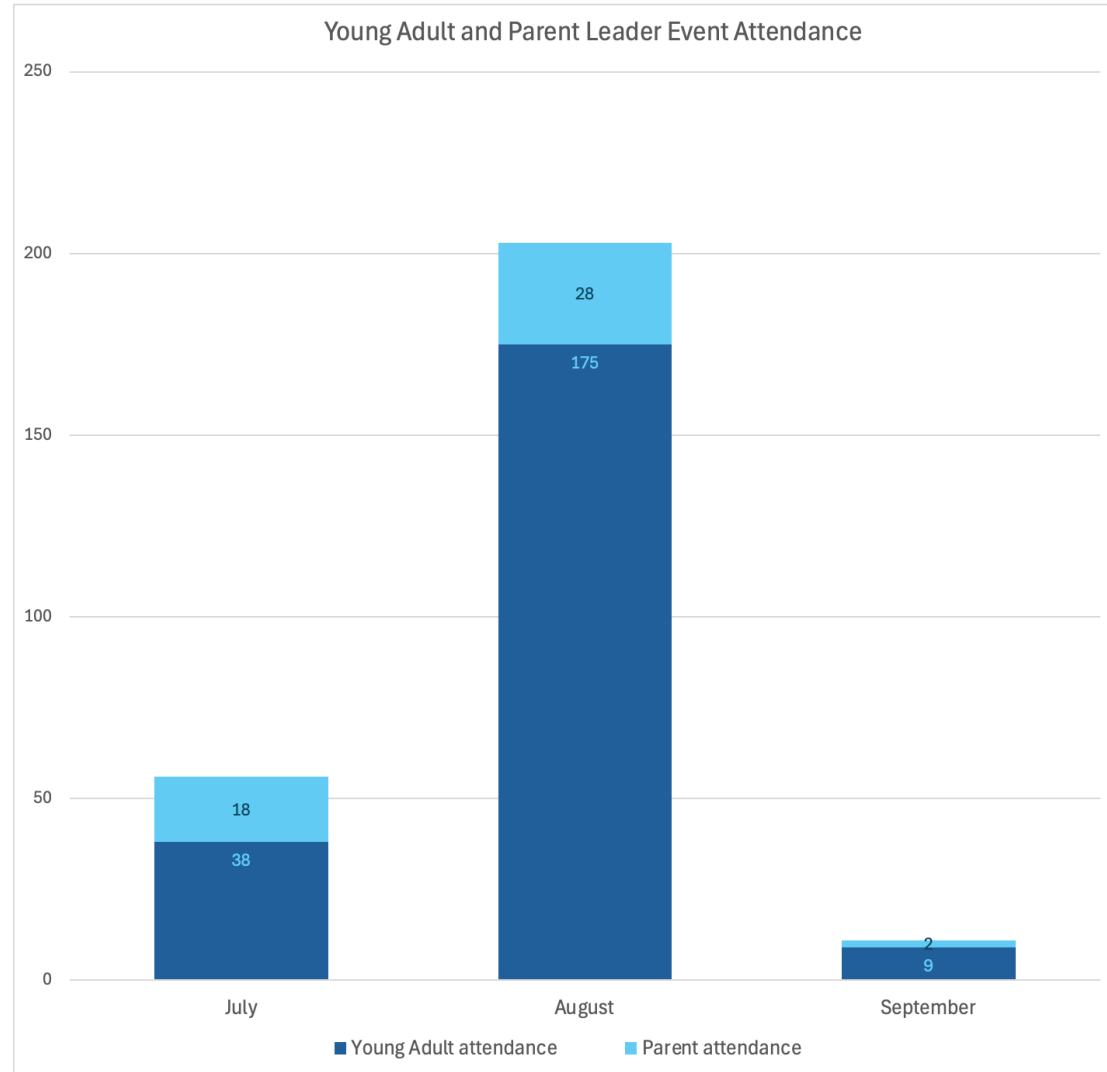


BRIDGE

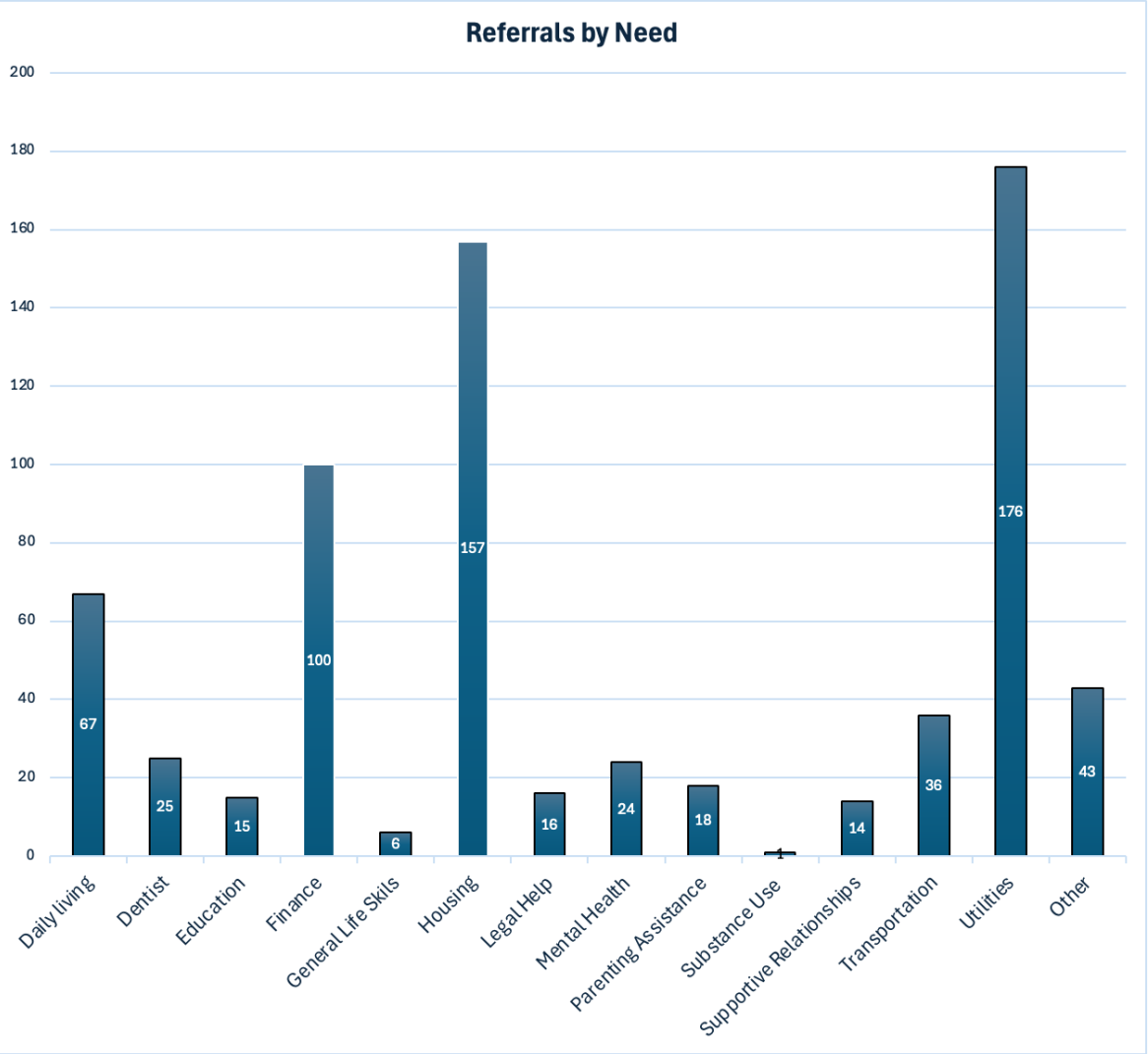
Family Resource Connector Network



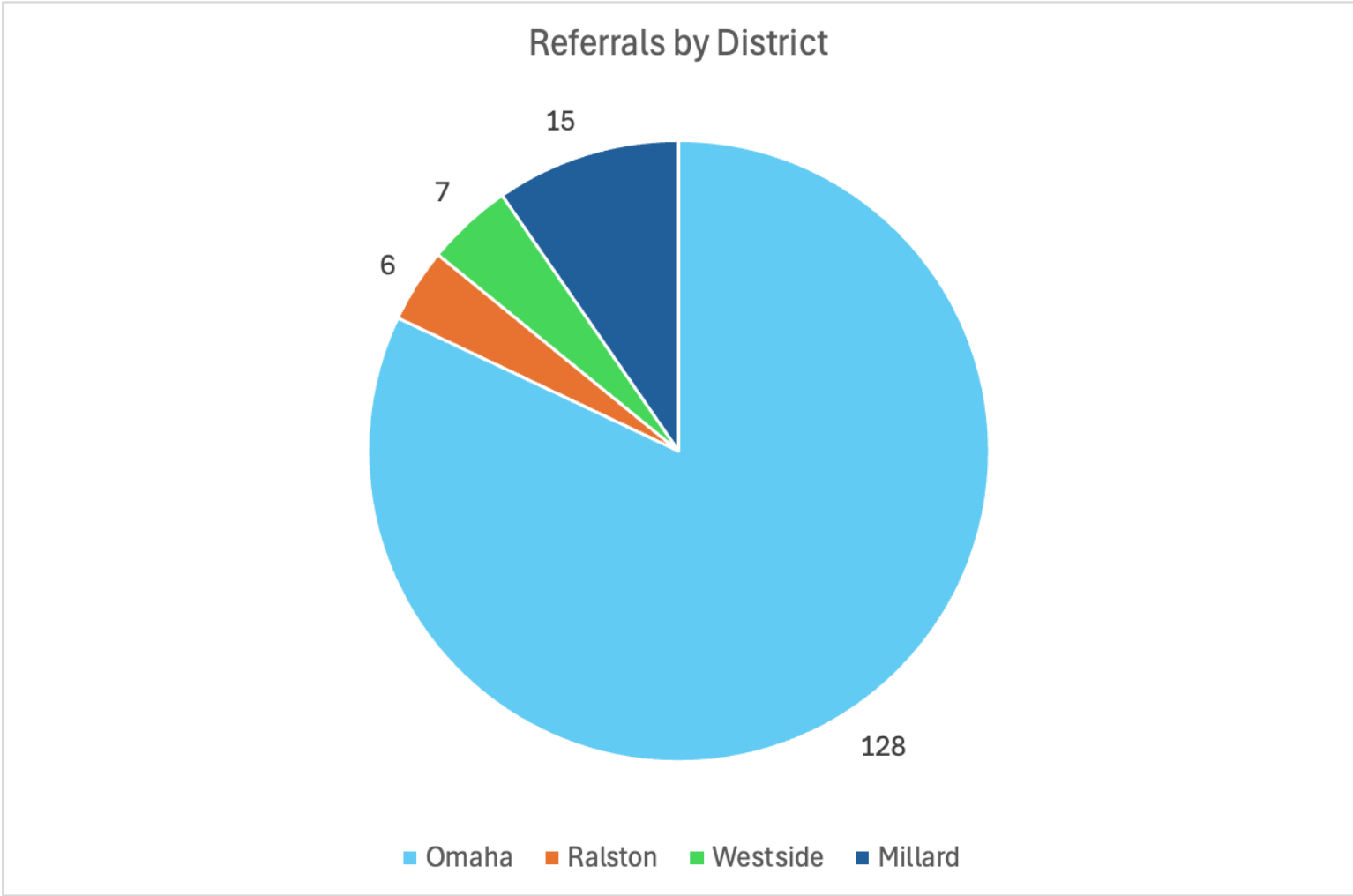
Attendance



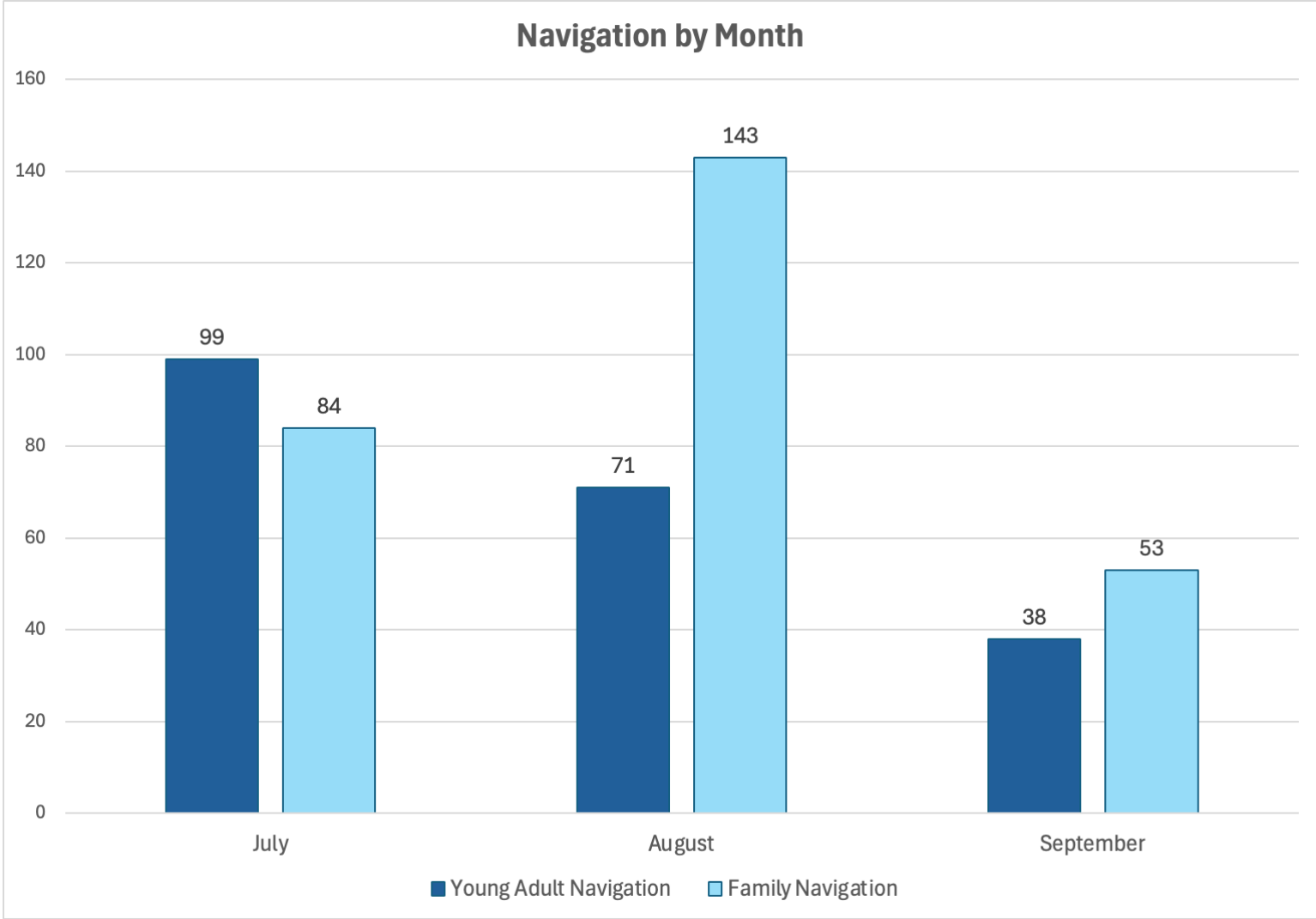
Central Navigation



Central Navigation



Central Navigation



Sneakers 4 Students



**Glow Church
Midwest Pursuit Project, Inc.**

www.glowchurch.life

www.pursuene.org

In 2021, we started with a question:

“What is a challenge Ralston families face for which there is no existing solution?”

The Shoe Outreach was Born!

Program Goals:

- Create a sustainable resource for a known, unmet need
- Engage church members, community members and local businesses
- Offer a fun event to provide shoes, protect the dignity of the recipients, and promote community relationships

2021

Goal: 100 students

Actual: 112 students

Volunteers: 40

2022

Goal: 125 students

Actual: 146 students

Volunteers: 60

2023

Goal: 150 students

Actual: 184 students

Volunteers: 75

2024

Goal: 200 students

Actual: 246 students

Volunteers: 110



Additional Information:

This free Family event includes bounce houses, haircuts, face painting, food, activities, local mascots, music, and more.

2021/2022: Event held at RHS

2023: Event moved to The Granary

2023/2024

- Rebranded our name to “Sneakers 4 Students”
- Formed “Midwest Pursuit Project, Inc;” a 501 (c) (3) organization to strengthen and expand our fundraising efforts.

Our Mission: To transform our community with hope by providing basic resources to people in need.



Glow Church 2024 Sneakers 4 Students Recap Video



Thank you to our Business and Community Partners

Ralston Area Chamber of Commerce, Pause Coffee, Ralston Optimist Club, Fareway Grocery, Allo Fiber Network, Dolphens Signs, Good Life Candle, Omaha Storm Chasers, Werner Park/Union Omaha, Dayspring Bank, Omaha Beef, Hy-Vee, Rotella's Bakery, Sam's Club, Hauptman O'Brien, Approach Climbing Gym, Spaghetti Works, 72 Table & Tap, Great Plains State Bank, Henry Doorly Zoo, Discount Tire, Just Good Meats, Fairytale Omaha, One World Health, Ralston Fraternal Order of Police, and Ralston Public Schools

A Special Thank-You:

Steve Snodgrass, RPS Counselors, Maria Weaver, and Jim Frederick for their efforts and support!



Glow Church

5555 Granary Plaza,

Suite 137

Ralston, NE, 68127

Contact Information

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- **Sue Golightly**

Email: suegolightly@glowchurch.life

Phone: 515-778-3450

Website: www.pursuene.org



Ralston Enrollment Report as of 10/28/2024

BLUMFIELD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	37	0	2	39	4
KG	2.00	38	3	0	41	0
01	2.00	44	2	0	46	1
02	2.00	37	5	0	42	0
03	2.00	34	8	0	42	0
04	2.00	37	9	0	46	0
05	2.00	32	9	1	42	0
06	2.00	37	13	0	50	0
Building Total:		296	49	3	348	5

KAREN WESTERN ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	24	0	1	25	0
KG	2.00	25	2	0	27	0
01	2.00	20	8	0	28	0
02	2.00	30	9	0	39	0
03	1.00	21	7	0	28	0
04	2.00	25	7	0	32	0
05	1.00	18	5	0	23	0
06	1.00	21	5	0	26	0
Building Total:		184	43	1	228	0

MEADOWS ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	35	0	3	38	0
KG	2.00	32	9	0	41	0
01	2.00	37	6	0	43	0
02	2.00	37	11	0	48	0
03	2.00	33	10	0	43	1
04	2.00	32	6	0	38	0
05	2.00	28	8	2	38	0
06	2.00	29	9	0	38	0
Building Total:		263	59	5	327	1

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	48	8	0	56	0
01	3.00	59	8	0	67	0
02	3.00	56	7	1	64	0
03	3.00	67	8	0	75	0
04	3.00	48	10	0	58	0
05	2.00	42	7	0	49	0
06	3.00	54	18	1	73	0
Building Total:		393	66	5	464	0

Ralston Enrollment Report as of 10/28/2024

SEYMOUR ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	0	0	0	2	2	0
	KG	2.00	26	6	0	32	1
	01	2.00	34	2	2	38	0
	02	2.00	30	7	1	38	2
	03	2.00	32	7	1	40	1
	04	2.00	36	7	0	43	0
	05	2.00	33	9	1	43	1
	06	2.00	38	4	3	45	0
	Building Total:		229	42	10	281	5

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	28	7	0	35	2
	01	2.00	30	9	0	39	0
	02	2.00	34	10	0	44	0
	03	2.00	31	11	0	42	1
	04	2.00	25	12	0	37	0
	05	2.00	25	10	1	36	0
	06	2.00	22	16	0	38	0
	Building Total:		229	75	1	305	3

RALSTON MIDDLE SCHOOL		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	07		184	54	3	241	2
	08		191	64	3	258	1
	Building Total:		375	118	6	499	3

RALSTON HIGH SCHOOL		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	09		188	81	0	269	1
	10		189	76	0	265	3
	11		161	72	0	233	0

Ralston Enrollment Report as of 10/28/2024

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12		180	89	0	269	0
Building Total:		718	318	0	1036	4
<hr/>						
District Total:		2687	770	31	3488	21
KG:		197	35	0	232	3
01:		224	35	2	261	1
02:		224	49	2	275	2
03:		218	51	1	270	3
04:		203	51	0	254	0
05:		178	48	5	231	1
06:		201	65	4	270	0
07:		184	54	3	241	2
08:		191	64	3	258	1
09:		188	81	0	269	1
10:		189	76	0	265	3
11:		161	72	0	233	0
12:		180	89	0	269	0
Total PS:		149	0	11	160	4

Negotiations timeline/process

1. Negotiations must begin on or before November 1st of each year, and a minimum of four meetings are required unless settlement is reached prior to the fourth meeting.
2. Negotiations should be finalized by February 8, but may extend beyond that date by mutual agreement of both parties.
3. Negotiations may be for multiple years
4. Bargaining Array
 - a. Number of array schools set by agreement between parties
 - b. Can include schools at 50% up to 200% of district enrollment
 - c. Should be geographically close to the district
 - d. Schools can be added or removed by mutual agreement
 - e. Current array includes Waverly, Bennington, Blair, Gretna, Norris, Fremont and Schuyler
5. Areas of mandatory negotiations include:
 - a. Base Salary
 - b. Salary Schedule
 - c. Health Insurance
 - d. Leave (Personal, Sick, Bereavement etc.)
 - e. Bonuses or other forms of compensation (unit pay, sub coverage, hiring/retention bonuses, overages etc.)
6. Areas not subject to negotiations
 - a. Class size
 - b. Curriculum
 - c. Extracurricular programs
 - d. Right to Hire
 - e. Evaluation
 - f. Work day
 - g. Contract Days



Board of Directors Meeting

October 22, 2024

5pm

Mockingbird Elementary Media Center

- I. Roll Call- Excuse Members not in attendance
- II. Tour of Mockingbird Elementary
- III. Action Items
 - a. Approval of 05/21/24 meeting minutes
 - b. Approval of the year-end financial reports (JB)
 - c. Budget presentation, Approval by electronic vote (JB)
 - d. New Board Members Deb Ziegler and Amy Roeder
 - e. Legacy Grant Proposal (AN)
- IV. Discussion Items
 - a. Jan Rowley Memorial (JB)
 - b. Ram Foundation Stepping Stone endowment (JB)
 - c. Golf Tournament (AN)
 - d. Alumni of the Year Banquet (AN)
 - e. HOL Update (AN)
 - f. LR/TR Update, rate change subject to electronic vote(SR)
- V. Adjourn

Next Meeting KW

4055

Voluntary Separation Program

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

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

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

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

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

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

Adopted on: February 28, 2018

Revised on: _____

Reviewed on: November 11, 2019

RESOLUTION

RALSTON PUBLIC SCHOOLS BOARD OF EDUCATION

WHEREAS, the authority to implement and fund a Voluntary Separation Program for the Ralston Public School District is vested in its Board of Education; and

WHEREAS, the Board of Education wishes to fund a Voluntary Separation Program for the 2024-2025 school year; and

WHEREAS, the Board of Education wishes to fund the Voluntary Separation Program with a limited amount of funds available for potential participants;

NOW, THEREFORE, BE IT RESOLVED that the Voluntary Separation Program will be funded with a maximum of Two Hundred Seventy One Thousand Seven Hundred and Fifty Two Dollars (\$271,752) for use during the Program enrollment period which coincides with the 2024-2025 school year.

4002 Drug Free Workplace

It is vitally important to have a healthy workforce that is free from the effects of illegal drugs. The use or possession of unlawful drugs in the workplace has a very detrimental effect upon safety and morale of the affected employee, coworkers, and the public at large; and on productivity and the quality of work.

Federal law requires this school district, as a recipient of federal funds, to maintain a drug-free workplace. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the district's workplace is prohibited. The term "workplace" includes every location where district employees may be found during their working hours or while they are on duty, regardless of whether the location is within the geographic boundaries of the district. Any employee who violates this policy will be disciplined with measures up to and including discharge. The district may, in its sole discretion, require or allow an employee who violates this policy to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.

The district shall provide every current employee with a copy of this policy, and shall provide each newly hired employee with a copy upon hiring. Every employee shall be required to signify receipt of a copy of the policy in writing. All district employees must abide by this policy, including those who are not directly engaged in the performance of work pursuant to a federal grant.

~~Within five days after a conviction, an employee must notify the head of the department in which they are assigned of any conviction of a criminal drug statute for a violation occurring in the workplace. The failure to report such a conviction will result in dismissal. If the employee convicted of such an offense is engaged in the performance of work pursuant to the provisions of a federal grant, the district shall notify the grant agency within 10 days of receiving notice of a conviction from the affected employee or of receiving actual notice of such a conviction. An employee who is convicted of violating any criminal drug statute for conduct that occurred in the workplace will be subject to disciplinary action, including but not limited to suspension or discharge. The district may, in its sole discretion, require the employee to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.~~

An employee must notify his/her supervisor of any conviction of a criminal drug statute for a violation occurring in the workplace within five days. The failure to report such a conviction will be grounds for dismissal. If the employee convicted of such an offense is engaged in the performance of work pursuant to the provisions of a federal grant, the district shall notify the grant agency within 10 days of receiving notice of a conviction from the affected employee or of receiving actual notice of such a conviction.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4005

Communication Between the Board and District Employees

~~Employees should submit communications or reports regarding the district to their immediate supervisor, then the superintendent, and only then to the board. They have the same right to communicate with the board about matters of public concern as other patrons of the district. The superintendent shall inform employees of official board policies, directives, actions and concerns.~~

Employees have the same right to communicate with the board about matters of public concern as other patrons of the district. Regarding employment-related issues, employees must follow the applicable board policies and/or contractual procedures regarding the administrative chain of command, complaints, grievances and other applicable processes.

When appropriate, the superintendent shall inform employees of official board policies, directives, actions and concerns.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4008 Outside Employment

1. An employee's responsibilities to the district take precedence over personal responsibilities during school hours. Employees may not engage in other employment business activity during assigned duty hours.
2. Tutoring
 - a. Teachers are expected to assist students who are having learning problems as part of the teachers' employment. Such assistance is expected both in the classroom and at other times during the school day.
 - b. A teacher shall not solicit a student or parent to retain the teacher as a tutor and shall not act as a tutor for pay or other remuneration for any student who is then enrolled in any class taught by that teacher.
 - c. In all other cases during the school year, a teacher may act as a tutor for pay or other remuneration upon prior approval of the building principal and superintendent or designee.
3. Employees shall attend to personal matters outside their assigned duty hours with the district whenever possible.
4. Employees may conduct business on behalf of the district during assigned duty hours, but at times that do not disrupt or interfere with teaching responsibilities or student activities.
5. Employees shall not misrepresent, either expressly or by implication, that any activity, solicitation, or other endeavor is sponsored, sanctioned, or endorsed by the district.
6. In any written or verbal presentation by an employee that might be perceived as being sanctioned, sponsored, or endorsed by the district, other than district-related instruction or presentation to district students or personnel, the employee shall communicate to the audience or recipients that the views expressed are those of the employee and not necessarily those of the district or board.
7. Sale of goods or services by employees.

- a. Employees shall not sell, solicit or promote the sale of goods or services to students.
 - b. Employees shall not sell, solicit or promote the sale of goods or services to parents of students when the employee's relationship with the district is used to influence any sale or may be reasonably perceived by parents as attempting to influence any sale.
 - c. Employees with supervisory or managerial responsibilities shall not sell, solicit or promote the sale of goods or services to employees over whom they have such responsibilities in any manner that could reasonably be perceived as coercive by the subordinate employee(s).
 - d. Employees shall not use employee, student, or parent directories in connection with the solicitation, sale, or promotion of goods or services and shall not provide any such directory to any person or entity for any purpose without the prior knowledge or approval of the building principal.
8. No school board member, administrator, teacher, or other employee shall use the personnel, facilities, resources, equipment, property, or funds of the district for personal financial gain or business activities.
 9. All written or artistic works, instructional materials, inventions, procedures, ideas, innovations, systems, programs, or other work product created or developed by any employee in the course and scope of performance of his or her employment duties on behalf of the district, whether published or not, shall be the exclusive property of the district; and the district has the sole right to sell, license, assign, or transfer any and all right, title, or interest in and to such property.
 10. Staff may not exploit their professional relationships for personal gain.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4009
Restrictions on Employees Receiving Gratuities

An employee who, because of their employment by the school district, receives any bonus merchandise or gift with a value over ~~\$25.00~~ **50.00** must disclose the receipt of such gift to the superintendent. The superintendent, at their discretion, may require that the gift become the property of the district. **No certificated staff member may accept any gift which will impair the professional judgment of the recipient.**

Employees are directed to discourage merchants from offering bonus paraphernalia in exchange for the school's patronage

Adopted on: _____

Revised on: _____

Reviewed on: _____

4015 Prohibition Against Employment of Board Members

~~Nebraska statutes recognize the inherent conflict of interest that is created when a member of the board of education serves as a certificated employee of the district. Consequently, section 79-544 of the statutes prohibits a board member from being employed as a teacher in a school district where they also serve on the board.~~

~~A conflict of interest is also created when a board member serves simultaneously as both a board member and an employee in any capacity, whether certified or non-certified. Therefore, a board member shall not be employed by the school district when serving on the board. If an employee is elected or appointed to the board, their employment shall be terminated upon being seated on the board. Because of the conflict that is created by a board member applying for employment while sitting on the board, a board member who wishes to apply for employment shall be required to resign from the board before applying.~~

Nebraska statutes prohibit board members from serving as a teacher on a regular teaching contract.

The board will allow a member of the board of education to be employed by the school district in a non-teaching capacity, including substitute teaching. Board members who are also employed by the district are strictly prohibited from discussing any issue with students, staff or parents in their capacity as an employee that may come before the board.

This policy does not prohibit the board from contracting with members of the board for services or products when the relationship is not one of employer/employee and such contracts are in compliance with the requirements of statute and board policy regarding conflicts of interest.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4017

Relations with Employee Collective Bargaining Associations

The board of education recognizes the right of staff members to belong to organizations for bargaining purposes pursuant to state statutes. The board or its designee will negotiate with employee associations that have been established in accordance with public employee bargaining statutes, and will meet with local collective bargaining unit representatives at mutually agreeable times to negotiate regarding mandatory subjects of bargaining.

To facilitate an amicable relationship between the district and any local employee associations, the district will allow associations to make reasonable use of district facilities for meetings outside the school's and the employees' work hours. With administrative approval, associations may use district equipment, post notices of meetings and other information on bulletin boards designated for this purpose, and use local building mail boxes for delivery of employment-related information. Associations must pay for all supplies used, damage caused, or the loss or theft of borrowed property.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 14, 2022

4018

Corporal Punishment

Corporal punishment, defined as the infliction of bodily pain as a penalty for disapproved behavior, is prohibited. Some physical contact is inevitable. Therefore, physical contact, short of corporal punishment, is acceptable to promote personal interaction with students, to maintain order and control, and to protect persons and property.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 14, 2022

4020 Copyright Policy

It is the policy of this school to encourage teachers to be creative and innovative. Therefore, the superintendent or their designee may enter into a written agreement with a teacher allowing the teacher to own a copyright in a written work created by the teacher in their scope of employment. The administrator and teacher shall only enter into such an agreement if the written work was created apart from, and in addition to, what the district requires and if the district will not incur an expense to replace the work.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 14, 2022

4020
Ownership of Copyrighted Works

Works created by district employees in the course and scope of their employment remain the property of the district. The board may enter into a written agreement with a staff member allowing the staff member to share ownership of a copyright in the covered work. The board will only enter into such an agreement if the written work was created apart from, and in addition to, what the district requires and if the district will not incur an expense to replace the work.

The board hereby expressly grants to other educational entities located within Nebraska a non-exclusive license to use the district's copyrighted works for educational purposes within Nebraska when those works have been placed onto collaborative learning systems within the State.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4022

Certification and Endorsements

All educators, including substitute teachers, must be duly certified by the Nebraska Department of Education in accordance with the Department's rules and the laws of Nebraska. They must file copies of their teaching certificates, including endorsements, with the superintendent of schools, and must promptly file any changes in certification or endorsements.

Certified employees are required to maintain all their endorsements, and may not permit any endorsement to lapse or remove it from their certificates. Any certificated employee working under a provisional endorsement must document regular progress and complete said endorsement as outlined in the Nebraska Department of Education, Rule 21.

The board or superintendent may require a certified employee to obtain a new endorsement when it is deemed necessary for the benefit of the school district and/or to comply with federal or state requirements.

Each administrator, including the Superintendent, principals, and supervisors or supervisor of any special subjects or subject in which persons directly supervise the work of other teachers shall hold either a Nebraska Administrative and Supervisory Certificate or a Nebraska Professional Administrative and Supervisory Certificate.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 14, 2022

4023
Professional Ethics

The Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education, are the minimum standards for all certificated staff members of the school district. All certified employees are responsible for reading, acknowledging, and complying with these standards.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 14, 2022

4024

Teachers' Responsibilities and Duties

All certificated employees shall assume the duties and responsibilities assigned by the Superintendent or their designee. Teachers' professional responsibilities involve considerably more than merely classroom instruction. They include, but are not limited to, study and research to keep abreast of new knowledge and instructional techniques; assessment of students' work; record-keeping; lesson planning and preparation; conferences with students, parents and administrators; in-service meetings; and supervision of pupils outside the classroom.

Teachers must be in their classrooms or assigned areas as instructed by the building principal. All duty time is necessary for educational planning, preparation, and conferences with students, parents and faculty members.

All teachers must maintain a standard of dress, personal appearance, general decorum, moral standards and behavior that reflects their professional status in the community.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 14, 2022

4026
Administrative Employees

A staff member who holds an administrative and supervisory certificate and performs administrative duties shall be paid a salary and provided fringe benefits based upon board policy and the decisions of the board.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 14, 2022

4028
Substitute Teachers

A substitute teacher is an educator who possesses the required certification from the Nebraska Department of Education and is employed to fill a teaching position on a temporary basis. The board shall establish the pay and benefits for substitute teachers.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 14, 2022

5035 Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

In this policy, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this policy may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

Pre-Kindergarten through Second Grade Students

Notwithstanding any other provision of this policy, an elementary school shall not suspend a student in pre-kindergarten through second grade unless the student brings a deadly weapon as defined in section 28-109 on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or his or her designee, or at a school-sponsored activity or athletic event. As an alternative to suspension, the school district may take any action authorized by law, including those provided in section 79-258.

Makeup Work for Suspended Students

Any student who is suspended must be given an opportunity to complete any classwork and homework missed during the period of suspension, including, but not limited to, examinations ("makeup work"). Any makeup work must be completed and turned in within 2 school days after completion of the suspension. This makeup guideline shall be provided to the student and a parent or guardian at the time of suspension. Suspended students may not be required to attend the school's alternative program for expelled students in order to complete classwork or homework.

Short-Term Suspension

The Principal may exclude students from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,
2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school and

shall document such effort in writing. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.

4. Students who are short-term suspended must be given the opportunity to complete classwork and homework missed during the period of suspension, including but not limited to examinations, as provided herein.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Expulsion

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. **Summer Review.** Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent

in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.

3. **Suspension of Enforcement of an Expulsion:** Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. **Alternative School or Pre-expulsion Procedures.** The school shall either provide an alternative school, class or educational program for expelled students, or shall follow the pre-expulsion procedures outlined in NEB. REV. STAT. 79-266.
5. **Conclusion of Expulsion.** At the conclusion of an expulsion, the school district will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.

Grounds for Long-Term Suspension, Expulsion or Mandatory Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, NEB. REV. STAT. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;

2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:

- a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, **disability** or religion;
- b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
- c. Violating school bus rules as set by the school district or district staff;
- d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation or electronic cigarettes, vapor pens, etc.;
- e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
- f. Possession of pornography;
- g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
- h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/newbies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;
- i. Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing

to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;

- j. Violations of the district's acceptable computer use policy;
- k. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
- l. Using any object to simulate possession of a weapon;
- m. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation;
- n. Violation of the school's audio and video recording policy; and
- o. Any other violation of any board policy, handbook provision, or rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion, or mandatory reassignment:

1. The decision to recommend discipline shall be made within two school days after learning of the alleged student misconduct. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:

- a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
 - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
 - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment can be invoked, the student has a right to a hearing, upon request, and that if the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension pursuant to district guidelines which shall not require the student to attend the school district's alternative programs for expelled students in order to complete classwork or;
 - d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
 - e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
 - f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail to the address provided on the form.
3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
 4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the time the long-term suspension, expulsion, or mandatory reassignment takes effect.

5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall recommend appointment of a hearing examiner within two school days after receipt of the hearing request. The student or the student's parent or guardian may request designation of a hearing examiner other than the hearing examiner recommended by the superintendent if notice of the request is given to the superintendent within two school days after receipt of the superintendent's recommended appointment. Upon receiving such request, the superintendent must provide one alternative hearing examiner who is not an employee of the school district or otherwise currently under contract with the school district and whose impartiality may not otherwise be reasonably questioned. The student or the student's parent or guardian must, within five school days, select a hearing examiner to conduct the hearing who was recommended or provided as an alternative hearing examiner, and shall notify the superintendent in writing of the selection. The superintendent must appoint the selected hearing examiner upon receipt of such notice.
6. The hearing examiner must, within two school days after being appointed, give written notice to the principal, the student, and the student's parent or guardian of the time and place for the hearing.
7. The hearing shall be held within a period of five school days after appointment of the hearing examiner, but such time may be changed by the hearing examiner for good cause with consent of the parties. No hearing shall be held upon less than two school days' actual notice to the principal, the student, and the student's parent or guardian, except with the consent of all the parties.
8. The principal or legal counsel for the school, the student, and the student's parent, guardian, or representative have the right to receive a copy of all records and written statements referred to in the Student Discipline Act as well as the statement of any witness in the possession of the school board or board of education no later than forty-eight hours prior to the hearing.
9. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing examiner. The hearing will be held according to the requirements of section 79-269. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
10. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be

governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294).

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed solely by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students;
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes;
6. The report is required or requested by law enforcement or the county attorney.

Adopted on: _____

Revised on: _____

Reviewed on: _____

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