

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. Enrollment Update
Speaker(s): Sara Zabrowski-Gates
 - 6.4. District Bond Project Update
Speaker(s): Jason Buckingham
 - 6.5. Glow Church Presentation
Speaker(s): Steve Snodgrass
 - 6.6. Financial Literacy Report
Speaker(s): Sara Zabrowski-Gates
 - 6.7. Ralston Schools Foundation Update
Speaker(s): Mary Roarty/Carrie Hough
7. Board Action Items
 - 7.1. District calendar for 2026-2027 and 2027-2028 Approval (Action)
Speaker(s): Ryan Pivonka
 - 7.2. Snow Removal Maintenance Vehicle Replacement (Action)
 - 7.3. Superintendent Evaluation (Action)
Speaker(s): Jason Buckingham
 - 7.4. Superintendent Contract (Action)
Speaker(s): Robin Richards
 - 7.5. Board of Education Legislative Goals for the 2026 session (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: _____

Dear Board of Ed,

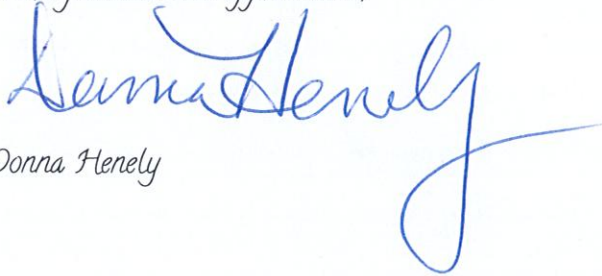
Nov. 3, 2025

I am formally submitting my resignation from Ralston Public Schools due to my upcoming retirement, effective May 22, 2026.

Over the years, I have been grateful for the opportunities to grow as an educator, to collaborate with dedicated colleagues, and most importantly, to witness the growth and success of so many students. The relationships built here and the experiences gained will always hold a special place in my heart.

I want to thank you and the district for your support, encouragement, and trust throughout my time here. I am proud of the work we have accomplished together and am confident that Ralston Public Schools will continue to thrive.

With gratitude and appreciation,

A handwritten signature in blue ink that reads "Donna Henely". The signature is fluid and cursive, with a long, sweeping tail on the letter "y".

Donna Henely

November 10, 2025

Dear Mr. Buckingham and Ralston Board of Education,

Please accept this letter as formal notice of my resignation from my position as a Kindergarten teacher at Meadows, effective Dec 22, 2025.

This decision has not been easy. An unexpected opportunity has arisen for my family to relocate to Germany, where I have accepted a position with the United States military. It has been a dream of mine to teach overseas for more than 10 years but leaving mid-year and stepping away from my students and colleagues is difficult.

I am grateful for the professional growth I've experienced at Meadows, but more importantly the people who have become more than colleagues. Meadows is the only school family I have known and the decision to leave was not easy. I will truly miss my incredible coworkers who have supported me, mentored me, and helped me become the teacher I am today. There are no better teachers in my opinion, than the ones I have known at Meadows. The students here are truly fortunate.

Respectfully,

April Pinkes

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

Monday, November 10, 2025

The Ralston Public Schools Board of Education met in open, public session on Monday, November 10, 2025. The meeting took place at the Virginia Moon Administration 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 Board Member Mrs. Carrie Hough. A motion was made by Mrs. Elizabeth Kumru and seconded by Mrs. Samantha Willey

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

In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Aaron Bredenkamp, Dr. Sara Zabrowski-Gates, Dr. Ryan Pivonka, Mr. Jim Frederick, Mrs. Megan Harding, Mrs. Jen Pollock, Mr. Jason Fink, and Mrs. Angie Murphy.

District Recognition and Celebrations

Ralston Public Schools invited student athletes, coaches, two elementary students and their teacher to receive special recognition from our Board of Education. Mr. Jason Buckingham introduced each before they received recognition from the Board of Education.

Ralston High School Softball Team

Head Coach Mike Gentry, along with assistant coaches, student athletes, and families were in attendance to be recognized for their outstanding season and earned spot in the season ending State Tournament. Coach Gentry provided the Board a season overview, going over individual and team statistics, and notable games and moments throughout the season.

Ralston High School Cross Country State Qualifiers

Head Coach Justin Farr, along with his assistant coach, two state qualifiers Makayla Hargrave (senior) and Barrett McChaley (freshman) were in attendance to be recognized for earning spot in the season ending State Cross Country meet. Makayla placed 10th in districts and achieved the third-fastest time for an RHS girl's runner at the state course. Barrett placed eighth in districts; registered the fourth-fastest freshman time for and RHS boy at the state course since the 1960's/70's.

Nebraska Kid Governor Program

Meadows Elementary educator Mr. Ben Billesbach, and fifth grade students Delaynie Allison and Charlie Couch were in attendance to be recognized for representing RPS in the Nebraska Kid Governor program.

The Kid Governor program is an award-winning civics education initiative empowering fifth graders to become active leaders by participating in a real-world election. For the first time in Nebraska, this annual program teaches essential lessons about state government, voting, and civic participation by having students nominate a candidate from their school to run for the one-year term of Kid Governor.

Fifth graders throughout Ralston Public Schools and across Nebraska watched campaign videos of the seven finalists and voted in an authentic statewide election.

Civic Nebraska is a nonpartisan organization dedicated to strengthening democracy in Nebraska through a three-pronged approach: fostering youth civic leadership, improving civic health through community-based programs, and protecting and advocating for voting rights.

Delaynie Allison’s platform:

- Animal welfare and increasing shelter adoptions.
 - Provided data from Nebraska Humane Society

Charlie Couch’s platform:

- Raising awareness and support for children and families affected by cancer
 - Highlighted partnership potential with Camp Kesem (UNL-run, free camp for kids whose parents have cancer)

Consent Agenda

Consent agenda items include minutes from the October 27th meeting; October Financial Report, October 2025 bills in the amount of \$546,727.26 for the General Fund, and \$848,642.74 for the Special Building Fund. Prior to the meeting, Mrs. Carrie Hough and Ms. Mary Roarty reviewed the bills.

Motion to approve the consent agenda was made by Mrs. Elizabeth Kumru and seconded by Ms. Mary Roarty.

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

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Mrs. Richards:

- Attended Buildings & Grounds Sub - Committee meeting
- Attended Board of Education Agenda Meeting
- Extended congratulations to all the schools that had high attendance numbers this past week, including Karen Western at 100%.
- Thanked Board members who are joining her to serve at the Veterans Day breakfast at Applewood Hy Vee.

- Looking forward to the Thanksgiving luncheons at Karen Western and Ralston High School

Mrs. Kumru:

- Attended Mockingbird Storytellers Club, told ghost stories on Halloween.
- Attended Lynx training at the High School
- Looking forward to attending Thanksgiving luncheons at Karen Western and Ralston High School

Ms. Roarty

Extended special thanks to Applewood Hy-Vee for their ongoing community support with their \$3.00 adult meals and kids under 12 eating free meals. Ms. Roarty also recognized the RHS students & staff for helping to serve all the meals.

She also mentioned the Superintendent Performance Review and her reflection and gratitude for progress over the year.

Mrs. Krause:

- Attended Seymour Elementary Title 1 STEM Night
- Looking forward to attending Thanksgiving luncheons at Karen Western and Ralston High School

Mrs. Willey

Congratulated all the students, their parents, families, and coaches on all the achievements that earned throughout the fall. She also gave a shout out and thanked all the principals and teachers for all the work and effort they are putting into improving the school attendance.

Technology Plan Update

Mr. Jason Fink, Director of Facilities, updated the Board of Education on our current technology plan.

Snow Removal Maintenance Vehicle Replacement

Dr. Aaron Bredenkamp and Mr. Jason Fink discussed their recommendations for the purchase of vehicle(s) to replace existing vehicles in our fleet.

District Financial Report

Dr. Aaron Bredenkamp provided an overview of the District Financial Report, and he addressed questions from the Board.

Government Relations Update

Mr. Jason Buckingham provided the Board with an update regarding Legislative issues.

NASB Update

- State Conference November 19-21

District Audit Report

Dr. Aaron Bredenkamp provided the most recent District Audit Report and answered all

questions the Board of Education members had.

District Calendar Development Process Overview & Multi-Year Review

Dr. Ryan Pivonka provided an overview of the calendar development process and shared drafts of the 2026-2027 and 2027-2028 District Calendar for the Board to review and provide feedback prior to being distributed for feedback from stakeholders.

Subcommittee meeting agenda reporting.

Mrs. Katie Krause, Ms. Mary Roaryt, Mrs. Elizabeth Kumru and Mrs. Samantha Willey gave a review of the following meetings:

- Teaching and Learning
- Buildings & Grounds
- Finance & Human Resource Meeting

Board Action Items

Motion to approve the removal of policy 6040 Advanced College Placement per recommendation of our policy service.

Mrs. Katie Krause motioned to approve the removal of policy 6040 Advance College Placement per recommendation of our policy service. The motion was seconded by Mrs. Elizabeth Kumru.

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

Motion to approve adoption of policy 6040 Pre-Kindergarten Program per recommendation of our policy service.

Mrs. Katie Krause motioned to approve adoption of policy 6040 Pre-Kindergarten Program per recommendation of our policy service. The motion was seconded by Mrs. Elizabeth Kumru.

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

Motion to approve Removal of policy 6019 International Travel Study per recommendation of our policy service.

Mrs. Elizabeth Kumru motioned to approve the removal of policy 6019 International Travel Study as recommendation of our policy service. The motion was seconded by Mrs. Katie Krause.

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

Motion to approve the 2025-2026 Voluntary Separation Resolution as presented.

Ms. Mary Roarty motioned to approve the 2025-2026 Voluntary Separation Resolution as presented. The motion was seconded by Mrs. Elizabeth Kumru.

Mrs. Richards: Yes

Mrs. Krause: Yes

Mrs. Willey: Yes

Ms. Roarty: Yes

Mrs. Kumru: Yes

Communication Department Update

Mr. Jim Frederick updated the BOE on recent developments in the communications department.

Policy Review

The Board and Administration reviewed proposed policies:

6041 Malcom X Day Education

6042 Projection Maps

6043 Mapping Data

6044 High Ability Learners

Adjournment

The Board voted to adjourn the meeting at 8:26 pm with a motion made by Mrs. Elizabeth Kumru and a second by Mrs. Katie Krause.

Ms. Roarty: Yes

Mrs. Krause: Yes

Mrs. Richards: Yes

Mrs. Kumru: Yes

Mrs. Willey: Yes

The next regular meeting is scheduled for November 24, 2025, at 6:00 pm.

Mrs. Robin Richards, President

Mrs. Samantha Willey, Secretary

2025 Legislative Session*

January

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			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 DAY 8	18
19	20 HOLIDAY	21 DAY 9	22 DAY 10	23 DAY 11	24 DAY 12	25
26	27 DAY 13	28 DAY 14	29 DAY 15	30 DAY 16	31 DAY 17	

February

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

March

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3 DAY 36	4 DAY 37	5 DAY 38	6 DAY 39	7 RECESS	8
9	10 DAY 40	11 DAY 41	12 DAY 42	13 DAY 43	14 DAY 44	15
16	17 DAY 45	18 DAY 46	19 DAY 47	20 DAY 48	21 RECESS	22
23	24 RECESS	25 DAY 49	26 DAY 50	27 DAY 51	28 DAY 52	29
30	31 DAY 53					

April

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1 DAY 54	2 DAY 55	3 DAY 56	4 RECESS	5
6	7 RECESS	8 DAY 57	9 DAY 58	10 DAY 59	11 DAY 60	12
13	14 DAY 61	15 DAY 62	16 DAY 63	17 DAY 64	18 RECESS	19
20	21 RECESS	22 DAY 65	23 DAY 66	24 DAY 67	25 DAY 68**	26
27	28 DAY 69	29 DAY 70	30 DAY 71			

May

Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1 DAY 72	2 RECESS	3
4	5 RECESS	6 DAY 73	7 DAY 74	8 DAY 75	9 DAY 76	10
11	12 DAY 77	13 DAY 78	14 DAY 79	15 DAY 80	16 RECESS	17
18	19 DAY 81	20 DAY 82	21 DAY 83	22 DAY 84	23 RECESS	24
25	26 HOLIDAY	27 DAY 85	28 DAY 86	29 DAY 87	30 DAY 88	31

June

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

Legislative Recess Days

February 14
 March 7, 21, 24
 April 4, 7, 18, 21
 May 2, 5, 16, 23
 June 3, 4, 5, 6

Federal & State Holidays

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

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

** The Legislature will be in session on Friday, April 25, the Arbor Day Holiday. Any legislative employees who work that day will receive compensatory time for hours worked on the holiday.



Board of Education Legislative Goals 2024/2025

Ralston Public Schools Non-negotiables

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

Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.
- **Support legislation that fairly and equitably funds each public school district based on need.**
- Review, monitor, and potentially support legislation that identifies and increases different revenue mechanisms for public schools across Nebraska, **including but not limited to the repeal of sales tax exemptions.**
- **Oppose any efforts to create a partisan State Board of Education or Commissioner of Education.**
- **Oppose tax cuts that endanger any part of the State's revenue stream.**
- **Monitor any legislation that adjusts property valuation.**
- **Continue to support and enhance Learning Community Programs that serve students living in poverty and/or diverse student populations in Ralston and within the Metro Area.**
- **Support legislation to increase funding for early childhood programs.**
- **Encourage further adjustments to the needs formula within TEEOSA specifically for students who are of Limited English Proficiency and/or students living in poverty.**
- **Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas and paid student internships.**
- **Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)**
- **Oppose any legislation that advances charter schools, reduces the tax base for the purpose of funding private schools, or voucher systems that reduce funding and opportunities for public schools.**
- **Support school choice through the protection of net option funding.**



- **Continue to be a vocal advocate in the legislature for our students, staff and the Greater Ralston Community**
- **Support legislative efforts that promote or fund recruitment and/or retention programs for staff in public schools**
- **Support legislative efforts to promote and maintain the safety and security of our students and staff.**

2025

Advocacy Handbook

For the 2025 Legislative Session

NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2025 AND A GUIDE FOR EFFECTIVE ADVOCACY
AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 22, 2024



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

Leadership

Innovation

Vision

Engagement

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2,000,000 Nebraskans

329,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

109TH LEGISLATURE, 1ST SESSION

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WHAT CAN NASB DO FOR YOU?

We can 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!

Interested in becoming more engaged in the legislative process? Whether it is from home, or in Lincoln, scan here to let us help you share your story, and advocate for public education in Nebraska as bills, topics, and issues arise.



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 NASB Government Relations and Bills pages

<https://members.nasbonline.org/government-relations>

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

NASB X/Twitter: www.x.com/NASBOnline

NASB Facebook: www.facebook.com/NASBOnline

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

Hashtag: [#liveNASB](https://twitter.com/liveNASB)

Nebraska Legislature: www.nebraskalegislature.gov

Senators Web Pages: www.nebraskalegislature.gov/senators





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109TH LEGISLATURE, 1ST SESSION

WHAT IS YOUR ROLE?

Over the past few years, the Legislature has increasingly inserted itself into both the boardroom and the classroom. Decisions that have traditionally been left to local boards or the State Board of Education have been centralized at the State Capitol. In addition, the past years have seen an increase in efforts to divide public K-12 education and foster distrust between local boards and their constituents. There are things you can do:

- **Advocate for Local Control:** Talk to lawmakers about impactful decisions and how important it is that decisions remain local. Continue advocating for local control over local decisions. Let us help you!
- **Build Trust:** Share your decisions with your constituents. Celebrate your successes! Show lawmakers and constituents your commitment to transparency. Use your meetings to educate your public on the decisions you are making.
- **Share Your Story:** No one is more qualified to talk about your school district, your community, and your needs related to providing a quality education than you!

DID YOU KNOW: 79% of Nebraska's 1,700 locally elected school board members serve at or within 100 miles of where they graduated ... with 51% serving IN the district they graduated from. As a school board member and community leader, 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 part of each meeting and to discuss/share key legislative information within your community. Advocacy is year-round, not just during the session. Bookmark and frequent NASB's Government Relations page for updates, information and Calls To Action, as well as social media, videos, our bills page, and more which summarizes all pertinent items related to public education in Nebraska.

Bookmark and frequent NASB's Government Relations page for updates and information. Be sure to utilize NASB's Legislative Notes, videos, bills page, and more which summarizes all pertinent items related to public education in Nebraska.

2025 LEGISLATIVE CALENDAR

109th Legislature,
1st Session

1st Day of the 2025 Session
Wednesday, January 8, 2025

Day 10 ... Final day to introduce
bills - January 23

NASB Legislation Committee
Meeting - January 26

Legislative Issues Conference
January 26-27 - Lincoln

Federal Advocacy Fly-In
March 16-19 - Washington, DC

90th & Final Day of the
Legislative Session - June 18

Legislative Proposals for 2026
are due by July 1
<https://members.nasbonline.org/government-relations/legislative-proposals>

NASB Legislation Committee
Meeting - Summer 2025

NASB Legislation Committee
Meeting - November 19

NASB Delegate Assembly
November 21 - Omaha

All Dates Subject to Change

SHARE YOUR STORY

Be a Community Leader ... Be the expert on education in YOUR community!

As an elected official, trust was put in you to make decisions based on the needs of your students, community and the taxpayer. NASB can provide you with data that can help you tell your story, by providing you with data on your students, achievement, your budget, even your facilities. Let us assist you in telling your story!

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109TH LEGISLATURE, 1ST SESSION



Sen. Bob Hallstrom
District 1 - Syracuse



Sen. Robert Clements
District 2 - Elmwood



Sen. Victor Rountree
District 3 - Bellevue



Sen. Brad von Gillern
District 4 - Elkhorn



Sen. Margo Juarez
District 5 - Omaha



Sen. Machaela Cavanaugh
District 6 - Omaha



Sen. Dunixi Guereca
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. Ashlei Spivey
District 13 - Omaha



Sen. John Arch
District 14 - Papillion



Sen. Dave Wordekemper
District 15 - Fremont



Sen. Ben Hansen
District 16 - Blair



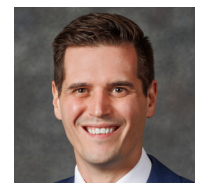
Sen. Glen Meyer
District 17 - Pender



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. Jared Storm
District 23 - David City



Sen. Jana Hughes
District 24 - Seward



Sen. Carolyn Bosn
District 25 - Lincoln

YOUR 2025-26 STATE SENATORS

2025

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109TH LEGISLATURE, 1ST SESSION



Sen. George Dungan
District 26 - Lincoln



Sen. Jason Prokop
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. Dan Lonowski
District 33 - Hastings



Sen. Loren Lippincott
District 34 - Central City



Sen. Dan Quick
District 35 - Grand Island



Sen. Rick Holdcroft
District 36 - Bellevue



Sen. Stan Clouse
District 37 - Kearney



Sen. Dave Murman
District 38 - Glenvil



Sen. Tony Sorrentino
District 39 - Elkhorn



Sen. Barry DeKay
District 40 - Niobrara



Sen. Dan McKeon
District 41 - Amherst



Sen. Mike Jacobson
District 42 - North Platte



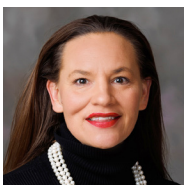
Sen. Tanya Storer
District 43 - Whitman



Sen. Teresa Ibach
District 44 - Sumner



Sen. Rita Sanders
District 45 - Bellevue



Sen. Danielle Conrad
District 46 - Lincoln



Sen. Paul Strommen
District 47 - Sidney



Sen. Brian Hardin
District 48 - Gering



Sen. Bob Andersen
District 49 - Omaha



Gov. Jim Pillen

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109TH LEGISLATURE, 1ST SESSION

 Committee Chair Ed Swotek Malcolm	 NASB President Stacy Jolley Millard	 NASB Secretary / Member 7 Suzanne Sapp Ashland-Greenwood	 Member 1 Shavonna Holman Omaha	 Member 2 Jane Erdenberger Omaha
 Member 3 Lanny Boswell Lincoln	 Member 4 Kathy Danek Lincoln	 Member 5 TBD	 Member 6 Beth Morrisette Westside	 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 Gary Kubicek Norris	 Member 13 Steve Blocher West Point
 Member 14 Erick Lee Arapahoe-Holbrook	 Member 15 Brian Quackenbush Tri County	 Member 16 Mary Yilk ESU 9	 Appointed Member Lisa Albers Grand Island	 Appointed Member Patti Gubbels Norfolk
 Appointed Member Mike Palmer Sidney	 Appointed Member Jason Richters Centennial	 Appointed Member Dan Scheer St. Paul	 Appointed Member Jeremy Shuey Plattsmouth	

Term Ends 2025 for Appointed Members

Term Ends 2026 For Odd # Members

Term Ends 2028 For Even # Members





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109TH 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.

WHAT DOES THIS REPRESENT?

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

While this work characterizes an effort to describe an issue or condition to be addressed, rarely is a bill written in such plain language. Legislative bills are a blend of several ideas (or perhaps a promising idea and a substantial price tag). NASB determines its stance on a bill with the Legislation Committee who offers guidance taking into consideration the technical and political aspects of a bill needed to navigate the turbulent amendment process.

109TH LEGISLATURE, 1ST SESSION

... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 16, 2024
 ... AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 17, 2024
 ... AND APPROVED BY THE DELEGATE ASSEMBLY ON NOVEMBER 22, 2024

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

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD**CONDITIONS OF CHILDREN****CURRICULUM & INSTRUCTION****FUNDING & FINANCE****GOVERNANCE & STRUCTURE****PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS****STATE POLICY**

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)

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)

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)



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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 — Mental & Behavioral Health - NASB will support legislative efforts to provide services related to mental and behavioral health to school-age children across Nebraska. (2018)

S-17 — 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-18 — 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-19 — 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-20 — 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-21 — 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-22 — Achievement Test Score Use - NASB opposes the use of test scores for the comparison of school districts or for the ranking of schools. (1998)

S-23 — 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-24 — 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-25 — 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-26 — Library/Media Content - NASB supports that school district library/media content is a local decision. (2022)

S-27 — 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-28 — 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-29 — 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. (2018)

S-30 — 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)



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FUNDING & FINANCE

S-31 — 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-32 — 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-33 — 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-34 — 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-35 — Elimination of Expenditure Limitation - NASB supports legislation eliminating the limitation on general fund expenditures. (2000, amended 2011)

S-36 — 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-37 — 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. (2015)

S-38 — 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-39 — 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)

S-40 — 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-41 — 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-42 — 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-43 — 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-44 — 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-45 — K-12 School Trust Land and Permanent School Fund - NASB opposes any action that would reduce the assets, or the value thereof, of the school land trust or diversion of the Permanent School Fund. (prior to 1995, amended 2010, 2024)

S-46 — 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-47 — Legislative Review of Statutory Deadlines - NASB urges legislative review of the conflicting mandatory deadlines that affect school revenues and expenditures. (2011)

S-48 — Lower Local Effort Rate - NASB supports lowering the Local Effort Rate and valuations in TEEOSA which would increase equalization aid. (2024)



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S-49 — 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-50 — Reset the Revenue Lid - NASB supports legislation requiring the Nebraska Department of Education to recalculate the revenue lid to add the amount of the special education reimbursement, or alternatively, to not include the special education reimbursement in the revenue restricted by the lid. (2024)

S-51 — 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-52 — 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-53 — School and ESU Funding Must Be Predictable and Sustainable - Notwithstanding any current standing position or resolution, the NASB would consider the support of a school/ESU funding proposal only if it could be demonstrated to be predictable, sustainable, and it does not encroach on local control as defined by the locally elected school board or ESU members. (2024)

S-54 — 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-55 — 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)

S-56 — 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-57 — 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-58 — 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-59 — Allied Schools - NASB opposes legislation that would mandate the formation of an allied system of school districts. (2014, amended 2016)

S-60 — 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-61 — Authority of School Boards - NASB supports the authority of boards of education to effectively govern and execute their statutory responsibilities. (1997, amended 2015)



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S-62 — 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-63 — 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-64 — 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-65 — Educational Service Unit Governance - NASB supports governance of ESUs by elected boards and supports local determination of specific mechanisms of that governance. (2005)

S-66 — 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-67 — 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-68 — Local Control and the Possession of Firearms on School Grounds - NASB supports the rights of local school boards to determine the appropriateness, guidelines, and ability for the possession of firearms by non-law enforcement personnel on school grounds or at school related activities. (2023)

S-69 — 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, amended 2019)

S-70 — 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)

S-71 — 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-72 — Restriction of Resources and 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-73 — 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-74 — School Calendars - NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

S-75 — Updating notice requirements - NASB supports updating notice requirements for all school board meetings that recognizes available technology. (2022)

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-76 — 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-77 — 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-78 — 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-79 — 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)



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S-80 — 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-81 — 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-82 — 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-83 — 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-84 — 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-85 — 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-86 — 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)

S-87 — 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-88 — 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-89 — Corporate Sponsorships in Schools - NASB opposes restrictions on school districts' ability to exercise their best judgment in entering into corporate sponsorship agreements. (2004)

S-90 — 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-91 — 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:

- Promotes multi-level communication and interaction between all P-16 partners to enhance student academic success;
- Offers all students a rigorous developmentally-appropriate curriculum designed to opportunities and choice, regardless of the post-secondary path they choose;
- Engages the assets of the full community;
- Utilizes data and technology to individualize education for students and to incorporate new learning into the design;
- Closes the achievement gap by focusing on quality teaching and learning opportunities;
- 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;
- Provides sufficient resources that are adequate and sustainable at every level of the system to meet the challenge, resisting unfunded or underfunded mandates; and
- 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-92 — 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)



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S-93 — 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-94 — 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-95 — 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-96 — 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-97 — 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)

S-98 — Voting Higher Than a Simple Majority - The NASB firmly opposes any legislation that mandates a voting threshold higher than a simple majority for passing any issue presented to voters by a school district or ESU. We believe that requiring anything more than a majority vote undermines the democratic process and places undue barriers on the ability of school districts or ESUs to address critical needs and make decisions that reflect the will of the community. (2024)

- S-1 Board Development
- S-2 Board Recognition
- S-3 Business and Education Partnerships
- S-4 Collaborative Services to Youth
- S-5 Leadership Team
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- S-8 Use of Accountability Data for School Improvement
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- S-18 Safe School Environment
- S-19 Statewide Poverty/Trauma Funding
- S-20 Student Discipline
- S-21 Access to Equal Education Opportunities
- S-22 Achievement Test Score Use
- S-23 Assessment of Student Learning
- S-24 Cultural Diversity
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- S-27 Responding to Special Education Costs
- S-28 Student Expression
- S-29 Support of Early Childhood in the Community
- S-30 Technology
- S-31 Accounting of Funds
- S-32 Budget Lid: Growth Factor
- S-33 Compensation for Statewide Assessments
- S-34 Elimination of Budget Reserve Limits
- S-35 Elimination of Expenditure Limitation
- S-36 ESU Core Services Funding
- S-37 Expand use of QCPUF
- S-38 Financing Capital Improvements
- S-39 Fiscal Policy
- S-40 For-Profit Entities Operating in Tax-Exempt Zones
- S-41 Funding of Mandated Programs
- S-42 Funding: Infrastructure, Site Purchases & Operating
- S-43 General Fund Reserve Limit Exception
- S-44 Gifts, Donations, or Foundation \$\$\$ as Receivables
- S-45 K-12 School Trust Land and Permanent Fund
- S-46 Legislation Implementation
- S-47 Legislative Review of Statutory Deadlines
- S-48 Lower Local Effort Rate
- S-49 Property Tax Reform/Relief
- S-50 Reset the Revenue Lid
- S-51 Revenue Reductions from Valuation Losses
- S-52 Districts Dealing with Unanticipated Revenues
- S-53 Funding Must Be Predictable and Sustainable
- S-54 Special Building Fund Tax Levy Exclusion
- S-55 State Funding System
- S-56 Uniform Valuation Calculation for State Aid
- S-57 Vouchers and Tax Credits
- S-58 Accountability
- S-59 Allied Schools
- S-60 Amend Open Meetings Act for Evaluations
- S-61 Authority of School Boards
- S-62 Charter Schools
- S-63 Duties of Schools
- S-64 E-meetings
- S-65 Educational Service Unit Governance
- S-66 Educational Service Unit Reorganization
- S-67 Interactive Remote Communication Technology
- S-68 Possession of Firearms on School Grounds
- S-69 Organization
- S-70 Personal Liability
- S-71 Publication of Minutes, Receipts, & Expenditures
- S-72 Restriction of Resources & Board Responsibilities
- S-73 School Activities
- S-74 School Calendars
- S-75 Updating notice requirements
- S-76 Activity Assignments
- S-77 Compensation
- S-78 Criminal Background Checks
- S-79 Employee Bonuses and Incentives
- S-80 Employee Support
- S-81 Medical Insurance
- S-82 Recognition
- S-83 Retirement
- S-84 Scope of Bargaining
- S-85 Staff Development and Evaluation
- S-86 Advisory Groups
- S-87 Choice and Affiliation
- S-88 Constitutional Rights & Responsibilities
- S-89 Corporate Sponsorships in Schools
- S-90 Educational Service Units
- S-91 Guiding the P-16 Effort: 21st Century Skills
- S-92 Independent School Districts
- S-93 Local Control for Public PK-12 Schools
- S-94 Local District Advocacy
- S-95 NDE Authority
- S-96 Nonpublic Schools Standards
- S-97 Policy Leadership & Vision on the Future of PK-12
- S-98 Voting Higher Than a Simple Majority

2025 LEGISLATIVE COMMITTEES

Committee on Committees Report Standing Committees

Updated 1/10/2025

Agriculture (8)

Rm. 2102 – Tuesday

DeKay (C), (VC), Hansen, Holdcroft, Ibach, Kauth, McKeon, Raybould, Storm

Appropriations (9)

Rm. 1003 – Monday, Tuesday, Wednesday, Thursday, & Friday

Clements (C), (VC), Armendariz, Cavanaugh, M., Dorn, Dover, Lippincott, Prokop, Spivey, Strommen

Banking, Commerce and Insurance (8)

Rm. 1507 – Monday & Tuesday

Jacobson (C), (VC), Bostar, Dungan, Hallstrom, Hardin, Riepe, von Gillern, Wordekemper

Business and Labor (7)

Rm. 2102 – Monday

Kauth (C), (VC), Hansen, Ibach, McKeon, McKinney, Raybould, Sorrentino

Education (8)

Rm. 1525 – Monday & Tuesday

Murman (C), (VC), Conrad, Hughes, Hunt, Juarez, Lonowski, Meyer, Sanders

General Affairs (8)

Rm. 1023 – Monday

Holdcroft (C), (VC), Andersen, Cavanaugh, J., Clouse, DeKay, Quick, Rountree, Storm

Government, Military and Veterans Affairs (8)

Rm. 1507 – Wednesday, Thursday, & Friday

Sanders (C), (VC), Andersen, Cavanaugh, J., Guereca, Hunt, Lonowski, McKeon, Wordekemper

Health and Human Services (7)

Rm. 1510 – Wednesday, Thursday, & Friday

Hardin (C), (VC), Ballard, Fredrickson, Hansen, Meyer, Quick, Riepe

Judiciary (8)

Rm. 1525 – Wednesday, Thursday, & Friday

Bosn (C), (VC), DeBoer, Hallstrom, Holdcroft, McKinney, Rountree, Storer, Storm

Natural Resources (8)

Rm. 1023 – Wednesday, Thursday, & Friday

Brandt (C), (VC), Clouse, Conrad, DeKay, Hughes, Juarez, Moser, Raybould

Nebraska Retirement Systems (6)

Rm 1525 – At call of Chair

Ballard (C), (VC), Clements, Conrad, Hardin, Jaurez, Sorrentino

Revenue (8)

Rm. 1524 – Wednesday, Thursday, & Friday

von Gillern (C), (VC), Bostar, Dungan, Ibach, Jacobson, Kauth, Murman, Sorrentino

Transportation and Telecommunications (8)

Rm. 1510 – Monday & Tuesday

Moser (C), (VC), Ballard, Bosn, Brandt, DeBoer, Fredrickson, Guereca, Storer

Urban Affairs (7)

Rm. 1023 – Tuesday

McKinney (C), (VC), Andersen, Cavanaugh, J., Clouse, Quick, Rountree, Sorrentino

Select Committees

Committee on Committees (13)

Armendariz (C)

District 1:

Bosn

Bostar

Moser

Sanders

District 2:

Cavanaugh, J.

Fredrickson

Hunt

Spivey

District 3:

Brandt

Ibach

Jacobson

Murman

Enrollment and Review (1)

Guereca (C)

Reference (9)

Hansen (C), Ibach (VC), Arch, Ballard, Bostar, Dorn, Fredrickson, Jacobson, McKinney, Clements (nonvoting ex officio)

Rules (6)

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

Special Committees

Building Maintenance (6)

(C), (VC), Clements

Education Commission of the States (3)

Executive Board of the Legislative Council (9)

Hansen (C), Ibach (VC), Arch, Ballard, Bostar, Dorn, Fredrickson, Jacobson, McKinney, Clements (nonvoting ex officio)

Justice Reinvestment Oversight (5)

(C),

Legislative Performance Audit (7)

(C), (VC), Arch, Clements, Hansen

Midwestern Higher Education Compact (2)

Planning Committee (9)

(C), (VC), Arch, Clements, Hansen

State-Tribal Relations Committee (7)

(C), (VC),

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

Arch (C),

LR 189

Presented by:

Jason Buckingham

Ralston Public Schools

jason_buckingham@ralstonschools.org

Types of Funds

- General
- Depreciation
- Employee Benefit
- Contingency
- Activity
- School Nutrition
- Bond
- Special Building
- Qualified Capital Purpose Undertaking Fund (QCPUF)
- Cooperative Fund
- Student Fee Fund

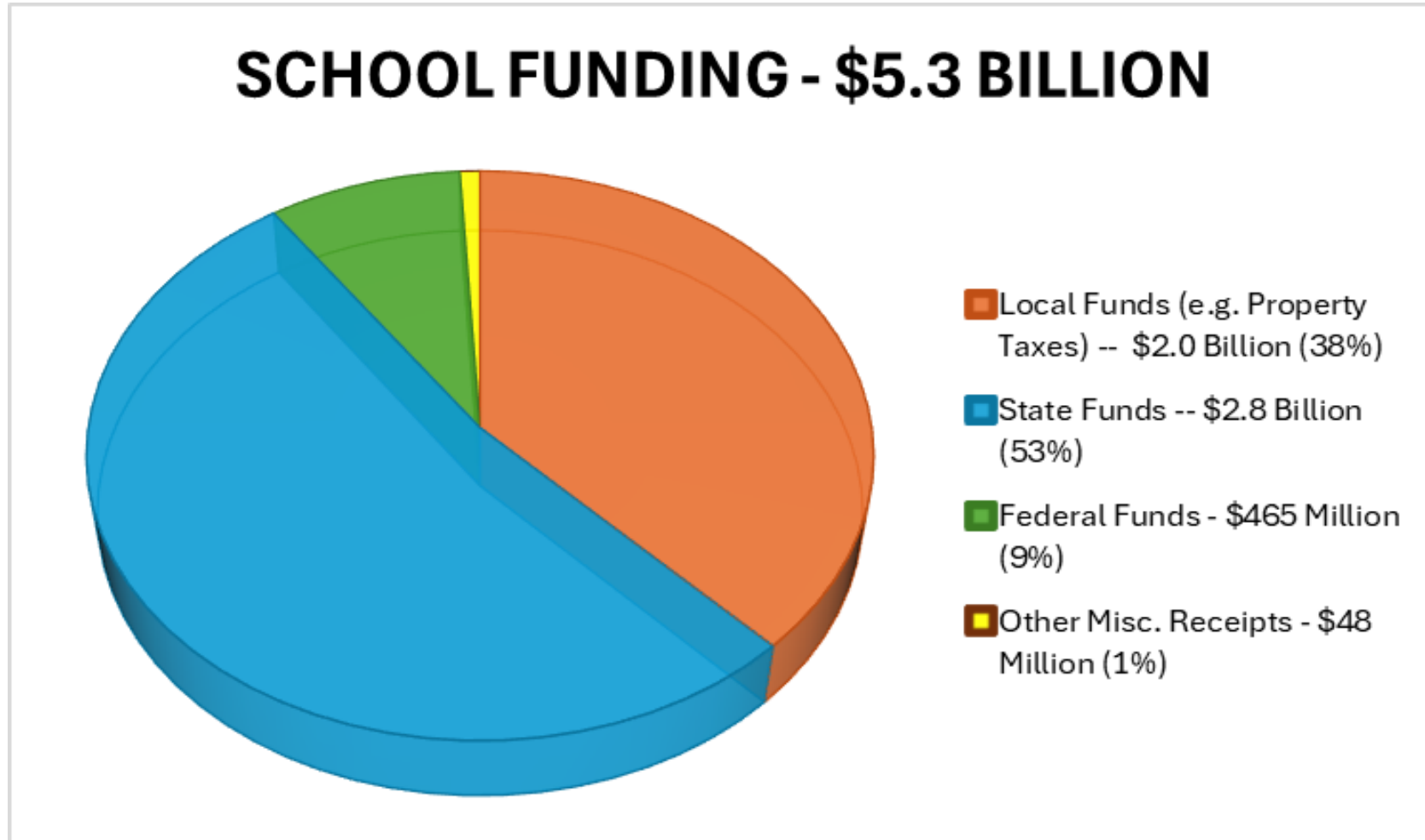
TEEOSA (Tax Equity & Educational Opportunity Support Act)

- Needs minus Resources = Equalization Aid
- Needs are calculated by formula to estimate the cost of educating students in a school district. The Needs Calculation is not intended to represent 100% of the cost.
- Resources are calculated based on money raised at the local, state and federal levels

Needs and Resources Defined

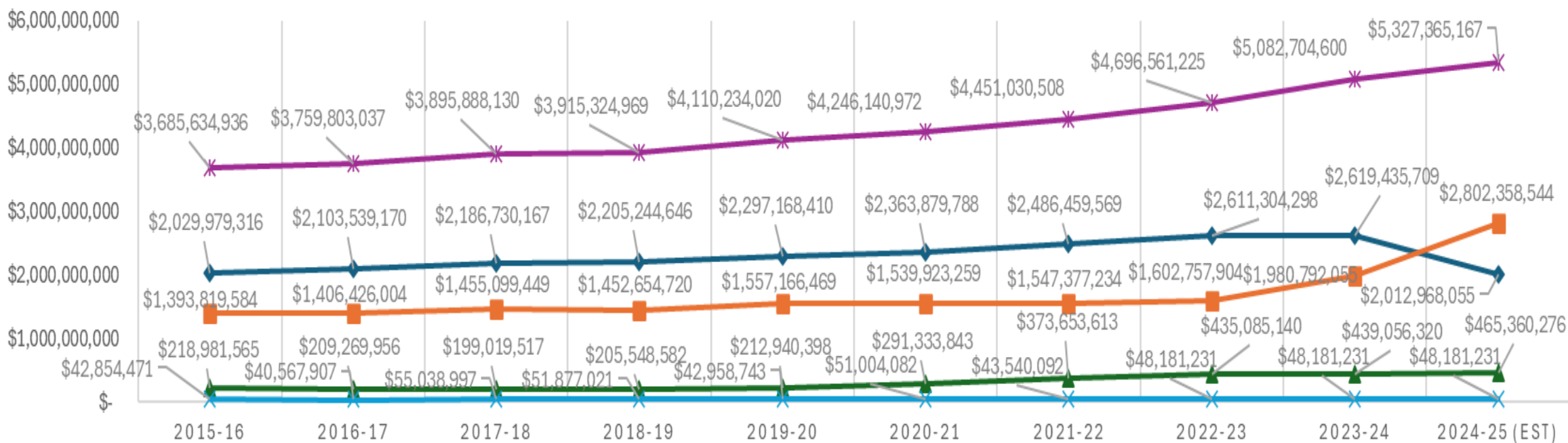
2025/26 TEEOSA Components Chart

School Funding Sources All Nebraska Schools



SCHOOL FUNDING BY SOURCE

Local State Federal Other Total

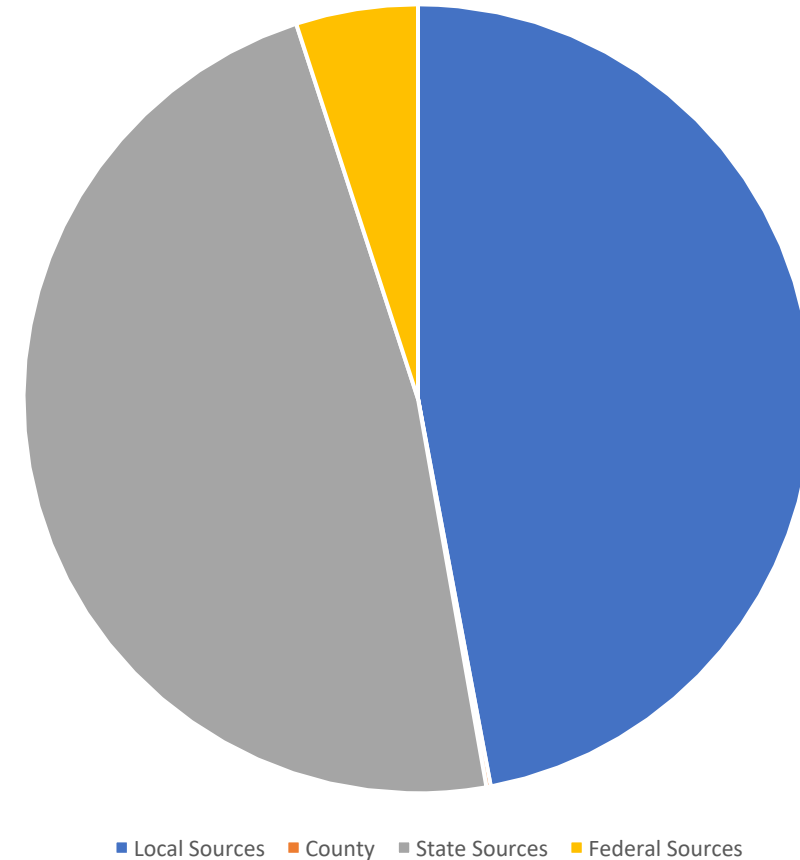


Reduction of funds raised from local sources by \$606M FY 24-FY 25

Source: Nebraska Dept. of Education Annual Financial Report

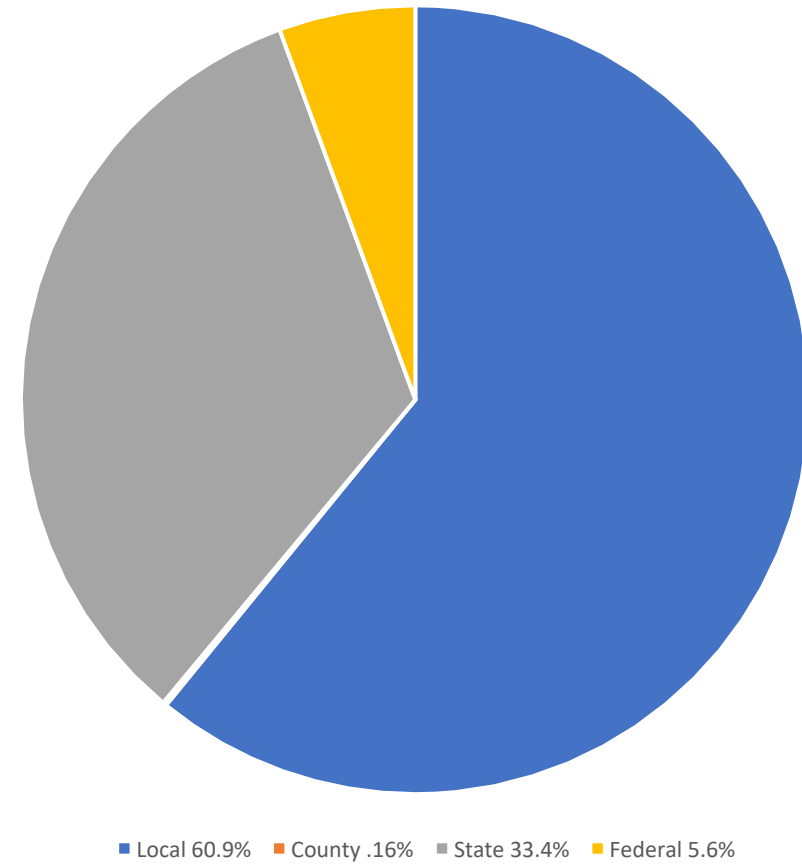
Ralston Public Schools Revenue Sources 24/25

Local 47%	\$	24,049,235
County .18%	\$	90,979
State 47.8%	\$	24,426,673
Federal 5.0%	\$	2,552,801



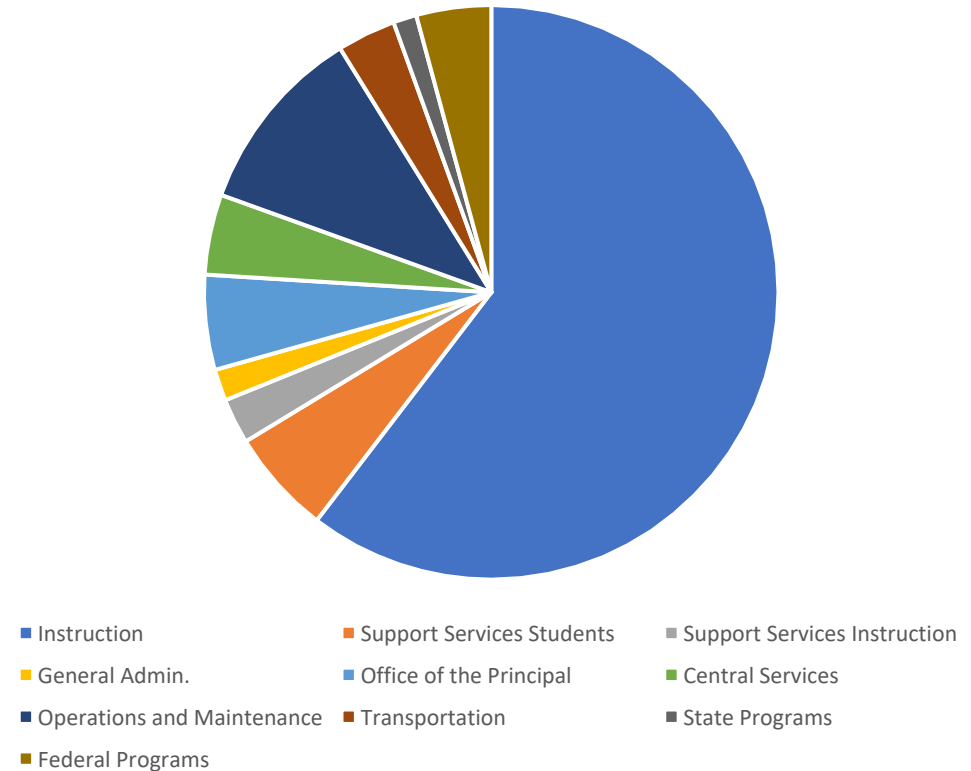
Ralston Public School Revenue Sources 22/23

Local 60.9%	\$	27,689,096
County .16%	\$	70,922
State 33.4%	\$	15,168,373
Federal 5.6%	\$	2,544,001



Ralston Public Schools Expenditures

Instruction 60.4%	\$	27,878,425
Support Services Students 5.9%	\$	2,733,239
Support Services Instruction 2.6%	\$	1,178,960
General Administration 1.8%	\$	820,865
Office of the Principal 5.3%	\$	2,466,904
Central Services 4.5%	\$	2,088,184
Operations and Maintenance 10.7%	\$	4,920,875
Transportation 3.3%	\$	1,525,060
State Programs 1.3%	\$	60,751
Federal Programs 4.2%	\$	1,943,119
Total	\$	45,616,382



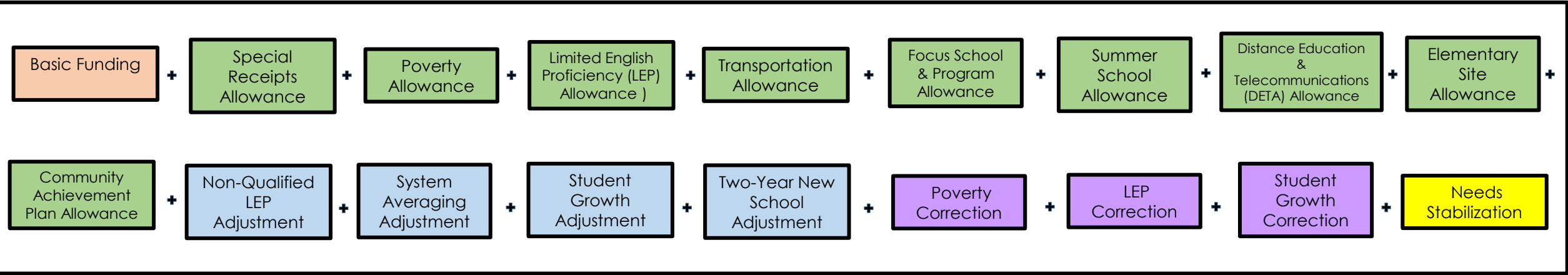
Current Spending Lids in Statute

- \$1.05 maximum General Fund Levy (includes Special Building Fund), can be overridden by vote of electorate
- Cap on Budget Authority (amount schools are able to spend) based on calculations through the Department of Education
- Cap on growth of state and local funding authority to 3% per year plus adjustments (may be overridden by the local BOE)

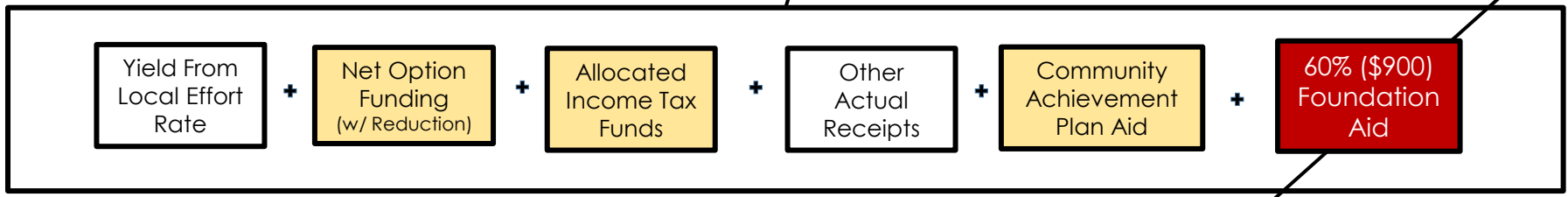
Special Education Reimbursement and Foundation Aid Adjustments to TEEOSA

- Change in Special Education reimbursement from 38% to 80% reimbursement in FY 24.
- Resulted in lowering of levy and property tax asking
- \$1,500 per formula student to every district, regardless of need. Started in FY 24.
- Changed RPS from Equalized to Non-Equalized District
- Allowed for reduction of property tax asking in our district. Formerly \$1.05 General Fund Levy, 25/26 reduced down to \$.9282
- In RPS, valuations have increased 24% over the last 3 years, property tax asking has held to 4.2% average per year over the same period

Nebraska Department of Education
 School Finance and Organization Services
2025/26 TEEOSA Component Chart



NEEDS *minus* **RESOURCES** *equals* **EQUALIZATION AID**



TOTAL CALCULATED STATE AID (FUNDING SOURCES)



COLOR CHART:

- Green – Allowances
- Blue – Adjustments
- Purple – Corrections
- Maroon – Foundation Aid
- Orange – Equalization Aid
- Red – Prior Year Correction

Ralston Enrollment Report as of 11/24/2025

BLUMFIELD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	36	0	0	36	2
KG	2.00	38	2	0	40	0
01	2.00	35	5	0	40	0
02	2.00	40	5	0	45	0
03	2.00	40	7	0	47	0
04	2.00	30	11	0	41	0
05	2.00	41	10	0	51	0
06	2.00	31	10	1	42	0
Building Total:		291	50	1	342	2

KAREN WESTERN ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	15	0	0	15	0
KG	2.00	23	6	0	29	1
01	2.00	24	2	0	26	1
02	2.00	22	8	0	30	2
03	2.00	26	10	0	36	0
04	1.00	17	9	0	26	0
05	2.00	24	12	0	36	0
06	1.00	15	5	0	20	0
Building Total:		166	52	0	218	4

MEADOWS ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	33	0	0	33	1
KG	2.00	45	3	0	48	1
01	2.00	33	9	0	42	0
02	2.00	37	9	0	46	0
03	2.00	33	16	1	50	0
04	2.00	31	14	0	45	0
05	2.00	28	10	0	38	0
06	2.00	26	12	1	39	1
Building Total:		266	73	2	341	3

MOCKINGBIRD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	20	0	0	20	0
KG	3.00	57	2	0	59	0
01	3.00	40	9	1	50	0
02	3.00	59	9	0	68	0
03	3.00	51	12	0	63	0
04	3.00	60	15	0	75	1
05	3.00	51	10	0	61	0
06	2.00	31	10	0	41	0
Building Total:		369	67	1	437	1

Ralston Enrollment Report as of 11/24/2025

SEYMOUR ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	0	0	0	0	0	2
	KG	2.00	25	8	0	33	0
	01	2.00	29	9	1	39	1
	02	2.00	30	4	1	35	0
	03	2.00	32	10	1	43	0
	04	2.00	30	13	0	43	0
	05	2.00	36	7	2	45	0
	06	2.00	29	13	2	44	0
	Building Total:		211	64	7	282	3

WILDEWOOD ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	2.00	39	0	0	39	2
	KG	2.00	28	8	0	36	1
	01	2.00	31	9	0	40	0
	02	2.00	27	13	0	40	0
	03	2.00	32	15	0	47	0
	04	2.00	29	13	0	42	1
	05	2.00	25	11	0	36	0
	06	2.00	27	14	1	42	0
	Building Total:		238	83	1	322	4

RALSTON MIDDLE SCHOOL		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	07		188	81	4	273	1
	08		168	70	2	240	1
	Building Total:		356	151	6	513	2

RALSTON HIGH SCHOOL		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	09		193	80	0	273	0
	10		166	95	0	261	2
	11		172	86	0	258	1

Ralston Enrollment Report as of 11/24/2025

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12		157	87	2	246	1
Building Total:		688	348	2	1038	4
<hr/>						
District Total:		2585	888	20	3493	23
KG:		216	29	0	245	3
01:		192	43	2	237	2
02:		215	48	1	264	2
03:		214	70	2	286	0
04:		197	75	0	272	2
05:		205	60	2	267	0
06:		159	64	5	228	1
07:		188	81	4	273	1
08:		168	70	2	240	1
09:		193	80	0	273	0
10:		166	95	0	261	2
11:		172	86	0	258	1
12:		157	87	2	246	1
Total PS:		143	0	0	143	7

Bond Planning/Update Agenda

November 17, 2025

- Phase II timeline
 - 11/21 2pm Pre-Bid meeting
 - 12/4 Bids Due
 - 12/8 Bids presented to the BOE for approval
 - Work can begin immediately at Central Office and Speck Nelson Stadium
- RHS
 - All chillers have been changed out, chillers 1 and 2 are operational, chiller 3 startup this week
 - Chiller fine tuning to take place in April
 - Lighting programming to take place during Holiday Break
 - Pool Pack due to ship 12/30
 - Startup on auto shop exhaust system
- BL
 - Finishing up drywall damaged by underground leak
- RMS
 - Repainting handrails in stairwells
 - Reprogramming lights

October 20, 2025

- Phase II timeline
 - 11/12 Drawings ready
 - 11/18 2pm Pre-Bid meeting
 - 12/4 Bids Due
 - 12/8 Bids presented to the BOE for approval
 - Work can begin immediately at Central Office and Speck Nelson Stadium
- RHS
 - Punchlist list has started, target completion date December 2025
 - Chiller demolition and installation has started with A/B Wing chiller replacement, AC is down until start up 10/27-10/29
 - Lighting to be replaced, manufacturer's defect in lineal lights.
 - Pool Pak to be delivered end of January
 - Tile work in restrooms is continuing
- RMS
 - Punch list work ongoing, new gym pads and backboards installed in the Upper Gym
- BL
 - Water leakage under the slab in one of the north exits. Plumber is investigating

- Balancing of HVAC system is ongoing
- MB
 - Gym floor has been temporarily fixed, awaiting a permanent solution

September 18, 2025

- RHS
 - Painting in the pool is finished,
 - New chillers are onsite, set for partial install 10/10-10/15
 - Dust collectors and auto exhaust fans set for startup week of 9/22
 - Lighting programmer is due out next week to RHS
 - Aux. Gym ready for waxing
 - Mother's Room and Family Restroom are complete
 - Gym sound system set for 1st week of October
 - Shower work to start this week
- RMS
 - Malfunctioning lights have been replaced
 - Gym floor repair set for 10/13
 -

September 4, 2025

- RHS
 - Painting in the pool to be finished this weekend, filling and heating of the pool to begin Monday.
 - New chillers set for delivery 9/8
 - Intruder alarms and card readers installations are nearly complete.
 - New intercom system is functioning
 - Punch list is beginning to be assembled
- RMS
 - Replacing 3 non-functional light fixtures
 - Very few, minor punch list items remain
- BL
 - Small drywall repair is scheduled for September
 - Punch list is complete,
 - Monitoring current HVAC performance

August 5, 2025

- RHS
 - Gym ceiling and lighting is complete, sound system nearly finished
 - Basketball hoops are being installed
 - RTU's in place, start up of units for HVAC is complete
 - Gym lockers are installed
 - Old Daycare rooms are complete, inspections are passed
 - Weight room is near complete, inspection 8/5
 - Parking lot is complete, landscaping and striping is ongoing
 - Hallway tile and stair tread is being installed
 - All three Shops are painted and are being put back together
- RMS
 - Punch list items
- SY
 - Finishing roof work, plaster and paint for sawtooth section to finish in August
- WW
 - Concrete replacement and painting is finished,
- BL and MB
 - Wall pads installed for recovery rooms
- KW
 - Exterior painting is nearly complete

July 3, 2025

- RHS
 - Gym ceiling is 1/3 complete
 - Lifting RTU's on top of the wt. room this week
 - Basketball hoops by the end of July
 - 7/24, gym lockers
 - 7/16 for pool
 - Chillers on 8/27, install in October
 - Drywalling old daycare areas
 - Locker rooms are being painted
 - Lights in gym, install to start Monday
 - Parking lot needs a break in the weather, multiple pours are scheduled, doubled the size of the concrete crew.
 - Light poles for parking lot next week
- RMS
 - Testing for low voltage systems to be finished by 7/14
 - Concrete is finished, upper lot is tarred and striped
 - Sound systems being installed in the gym

- WW
 - Concrete tear out and replace scheduled for 7/7 and 7/8

June 26, 2025

- RHS
 - Ceiling drywall work is complete in the gym, insulation and painting is to begin the week of June 30th and last two weeks.
 - Iron workers have completed the steel work for the basketball hoops and for the new RTU's installed above the gym and weight room.
 - Framing work in old daycare is almost complete, drywalling to begin as soon as inspections are complete
 - Select exterior doors are being replaced.
 - Parking lot project has shifted. Two crews and foremen are working onsite, looking to either prep or pour 6 days a week moving forward
 - Parking lot lights to begin installation week of July 7
- MB
 - Driveway work is being done
 - Painting of exterior to start Monday, two week estimate on time
- WW
 - Concrete replacement to take place week of July 10
- RMS
 - Finishing up painting in the upper gym
 - Hanging sound system next week
 - Parking lot striping is scheduled for the new upper lot
 - Testing low voltage system, camera installation to begin within the next two weeks.

June 9, 2025

- RHS
 - Ceiling demolition in main gym and weight room is complete
 - Demolition is finished in the Media Center
 - Student parking lot work in ongoing
 - Tennis court work/grant
 - Insulation and painting of the gym ceiling has started
 - Science rooms are now complete
 - Art rooms are being renovated
 - HVAC work is taking place in the F and G wings
 - Blinds to be installed building-wide starting June 19
- RMS
 - Upper parking lot is ongoing, possible completion by July 4.
 - Sound system is being installed in the upper gym

- New intercom, cameras, alarm systems and network wireless access points are being installed
- WW, KW, SY, BL
 - Work is ongoing on the painting of the exterior of the buildings
 - KW to have blinds and new window sills installed in the majority of the building by July 4.

May 12, 2025

- RHS
 - Work has been completed on the band and choir rooms
 - G 120 and PE Coach's offices are next
 - Most HVAC equipment is either onsite or in route, exception are the chillers, which are set to be delivered in August
 - Countertops and sinks are installed for Tiny Rams
 - Flooring is installed in daycare
 - Glazier due this week
 - Bathroom partitions are installed in the daycare restrooms
 - Work in the CTE rooms has begun. Health sciences and two other CTE rooms are now being remodeled. Next is G120, then the PE offices for next week.
- RMS
 - Lights installed upper gym
 - Concrete demo to start 5/23
 - Courtyard painting is done
 - Courtyard to be seeded and matted
 - Low voltage work to commence 5/23

April 24, 2025

- RHS
 - Stoop poured for new Tiny Rams Entry
 - Most HVAC equipment is either onsite or in route, exception are the chillers, which are set to be delivered in August
 - Countertops are set for Tiny Rams next Tuesday and Wednesday
 - Flooring is mostly installed in daycare
 - Glazier due 1.5 weeks
 - Bathroom partitions are being installed
 - Choir room is nearing completion, Band room is next, then CTE area
- RMS
 - Lights installed upper gym

- Concrete demo to start 5/23
- Courtyard painting is done
- Courtyard to be seeded and matted
- MB
 - New dampers ordered for storm shelter area

April 10, 2025

- RHS
 - North part of the parking lot is complete. Some issues with finishing work, which may require replacement at the cost of the subcontractor.
 - Demolition has moved to Lecture Room C, Office area
 - Flooring has been installed in all areas of A and B wing, hallways have been painted. D wing is nearly finished. Nearly 6 weeks ahead of planned schedule.
 - Back driveway to baseball field was removed and replaced
 - Start office area on Good Friday
 - Auxiliary Gym is up for paint and electrical next week.
 - Daycare is mostly taped and mudded. Overhead inspections are complete. Ready for paint and drop ceiling next week. Casework is two weeks out.
 - 2nd week of May is now the target date for inspections to occupy
 - Backfilling parking lot next week
 - Soliciting bids for tuck point repair inside of courtyard
- RMS
 - Upper gym ceiling has been insulated
 - Lower gym has been painted both ceiling and walls
 -

March 24, 2025

- RHS
 - North part of parking lot is demoed and forming work is beginning for new parking lot
 - Work has progressed in the classrooms, all B-wing classrooms are painted, have new lights, technology and flooring. Hallway lights are nearly complete
 - All upper A-wing classrooms and ¼ of lower A-wing classrooms are painted, have new lights, technology and flooring. Hallway lights are nearly complete
 - Drywall work has begun on the new daycare facility. Ceiling work to happen after HVAC work has been completed.
 - Coordinating plan for back driveway replacement, possibly over spring break.

- RMS
 - Work on fireproofing the corridors is ongoing
 - Scheduling this summer's concrete and low voltage work is beginning to ramp up.
- KW, SY, WW, BL
 - Contract has been secured and pre-construction meeting has been held. Work may begin on the outside of the buildings as early as mid-April, mostly paint preparation at each of the 4 sites. SY will be a priority as roofing will take place this summer.

February 13, 2025

- BL
 - Access hatch to be installed, touch up paint
- RHS
 - Parking lot (north 1/3 spring break 2025, mobilize March 10)
 - Basketball hoops \$85,000 bid
 - Current bond fund status \$32,142,602 as of 12/31/24
 - 12 classrooms have had paint and flooring work completed, technology is installed in six of the classrooms, whiteboards and bulletin boards to be completed this week in all 12 rooms
 - Lighting to be installed when it arrives onsite
 - Daycare has been demoed, underground plumbing in installed and backfilled, Faculty Lounge has been renovated. Framing is complete, VAV boxes are being installed for the different daycare rooms, temporary exterior door has been installed.
- KW, BL, WW and SY Phase II project awarded, dates TBD
 - Exterior Paint at KW, patching of cracked facade
 - Replacement of window seats/window shades KW
 - Painting roof and window boxes BL
 - Install wall padding in recovery rooms BL
 - Painting of window boxes WW
 - Painting and patching of sawtooth roof SY
- SY roofing project bids have been returned, renovation of roof summer 2025
- RMS Summer 2025
 - Low voltage work to include cameras, voice amplification, new alarms
 - Replacement of upper parking lot and sidewalks
 - Exterior paint courtyard
 - Lights and ceiling work upper gym (spring break 2025)

November 11, 2024

- BL, SY, WW, ME punch list items have been completed on non-school days, currently all buildings are functional, though some minor alterations are still being addressed.
- KW
 - Developing final project list for summer work, projects to include:
 - Blinds, some window seat replacement, exterior painting
- RMS
 - Work on finishing exterior painting is continuing, timeline to finish is by Thanksgiving
 - Cooling Tower lift is scheduled for the week of Thanksgiving, preparing for lighting change in the lower gym over the Holiday break
- RHS
 - GMP presented for project list #2
 - Coordinating with Admin. Staff at RHS for the sequencing of the remodel work at RHS
 - Some affected staff have been notified, staff wide presentation to be given once sequence has been confirmed.
 - Finalizing design work on the parking lot at RHS

September 19, 2024

- BL, WW, ME,
 - Oct 14-15 punch list items to be completed
 - Media window panes to be replaced Oct. 14
- KW
 - New heat exchanger tentatively to be installed Oct. 14-15
- RMS
 - Remainder of stair treads and paint touch ups to be completed
 - Exterior paint to finish mid-October
- SY
 - Moving 9/26-9/28, Pods to start first
 - Railings for front steps are nearly here, temporary railings in place by 10/1
 - Retaining wall for 79th St. landscaping and new switchback sidewalk
 - Testing fire and security alarms
 - Paint for the gym over holiday break
 - Window shades installed
 - Seeding and matting by Saturday
 - Waxing floors 9/23-24
- MB

- Kitchen equipment has been full of issues
- Display cases to be finished this week
- Paint issues on the exterior
- Punch list items Oct. 14-15

August 22, 2024

- BL
 - Sept 3, begin punch list items
 - Software update on RTU's to remedy alarm system
 - Signage and dedication plaque are enroute
- SY
 - Electrical work is mostly complete
 - Plumbing work is down to 5 sinks remaining
 - Painting is on pace to finish, with only touchups remaining by Sept. 10
 - Flooring to be installed in the hallways by 2nd week of Sept.
 - Most rooms are scheduled to be padded out once the fire sprinklers are installed
 - Exterior concrete work is being formed
- WW
 - Punch list items
 - Working on VAV boxes and controls in SW portion of the building
- RHS
 - Page turn meeting scheduled for 8/30
- RMS
 - Dirt removal
 - Electrician are installing fire alarm wiring
 - EFIS work is continuing
- MB
 - Range hood is back up and running, kitchen inspection has been passed
 - Screen walls are painted
 - Fence work is continuing
 - Gym pads and flooring issues to be addressed 8/27-9/5

July 17, 2024

- BL
 - Plumbing and electrical final inspections are passed
 - Panic buttons and card readers are finishing this week
 - July 24, install playground fencing for Pre-K, finish site work
- RHS
 - Parking lot is poured, sidewalk work to finish this week

- SY
 - Fire supply line is installed in the building
 - Overhead electrical and plumbing have their inspections this week
 - Drywall work is continuing throughout the building, mudding and taping work to continue
 - Some painting has started
- RMS
 - Driveway to parking lot is finished
 - FCS casework is up for installation is complete,
 - Most classrooms have flooring in place, hallway work is progressing
 - Waxing VCT 7/17-7/19
 - Paint is ongoing, Boxlights are mostly installed,
 - EFIS work is continuing on the west side of the building
 - Cafeteria flooring is installed
- MB
 - Dirt work is progressing, 65% of the driveway has been poured,
 - Focus is currently on the driveway and sidewalk paths
 - Playground equipment is onsite and has been installed
 - Flooring is nearly finished, painting touch ups continue
 - Generator is installed and will allow for final startup of the fire suppression and elevators
 - Attempting pre-inspection on 7/31
 - Safety fencing is installed

July 5, 2024

- BL
 - Switch gear test 7/11, Certificate of Occupancy to follow
 - Panic buttons and card readers are finishing next week
 - July 24, install playground fencing for Pre-K, finish site work
- RHS
 - Sidewalk pour 7/5, 2nd big pour 7/8
 - Hot water heaters are installed, looking to be operational this week
- SY
 - Drywall work is started on the south side of the building
 - Plumbing rough-in's and underground inspections are next week
 - EFIS done on north side, finish framing widows on east side next week
 - Several of the sections of sawtooth roof have been demoed and reinstalled, project nearly 1/3 complete
- RMS
 - Monday/Tuesday, pouring middle parking lot, ramp to be torn out and poured 3rd week of July

- Drywall work is continuing
- Most classrooms have new ceiling tile, lights and flooring
- Waxing of VCT taking place in science rooms and some hallways upstairs
- MB
 - Working on soil removal and compaction
 - Concrete footings are nearly removed
 - Generator to be installed, then inspections on elevator and fire sprinkler systems can take place
- KW
 - Flooring is installed in each upstairs classroom,
 - Demolition is 50% done on the main floor with tile and carpet installation taking place this week
 - Roofing has been installed, flashing work to be completed this week

May 30, 2024

- BL
 - Parking lot and sidewalk demo is complete
 - Countertops are being installed
 - Gym is nearly painted
 - Plumbing fixture installation is near complete
- MB
 - Exterior prep and paint is ongoing
 - Abatement to wrap up early next week
 - Utilities are shut off to the old building
 - Paving at new playground next week
 - Flooring company to return next week
- ME
 - 11 month walkthrough
- SY
 - Demo is progressing throughout the building
 - South side exterior windows are removed and framing is going up
- RMS
 - Demo of ceiling and carpet is taking place in the main office and corridors
 - Carpet is being removed in the upper hallways and some classrooms
 - Parking lot to start once installation of

May 9, 2024

- BL

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

April 18, 2024

- BL
 - Diffusers and Registers are being installed
 - Low voltage work is continuing, call switches
 - Lights are being installed in the gym
 - Water heaters are in place
 - Drywall work is nearly complete
 - Corridor grid work has started, most classroom are done with grid
 - Plumbing fixtures are being installed
 - Dryfall paint in cafeteria media center
 - Casework installation is nearly complete, starting custom desks
 - Window sills are coming soon
- RMS/SY
 - May 13, trailer moves onsite to RMS
 - May 7th pull plans for both schools
- MB
 - Metal panel are being installed on the main entrance
 - Grading is nearly complete on the playground area

- Flooring installed in most classrooms on the 2nd floor.
- Reinstallation of vinyl hall protection is occurring
- Gym floor has been stained and is being painted
- Solid surfaces to begin installation next week
- Boilers are currently online and providing some heat
- Gym entrance doors are being installed.

April 4, 2024

- BL
 - Start up on RTU's 4 out of 7 are operational
 - Most rough in's are done for electrical
 - Area 1 nearly complete, flooring installed, area 2 is painted, area 3 is primed, area 4 and 5 are mudded, taped and are being sanded
 - Casework, dry erase and bulletin boards are installed in phases 1 and 2
- MB
 - Start up next week for HVAC units
 - Sidewalk to be poured around the building next week
 - Above ceiling inspections are near complete
 - Light fixtures and ceiling grid installation is ongoing
 - Elevator work is ongoing
 - Construction trailer moves out on Monday
 - Kitchen equipment is delivered
 - Wood floor is installed in the gym
 - Playground equipment delivered 4/29
 - Exterior asbestos panel removal is mostly complete

March 28, 2024

- BL
 - Doors and casework are onsite
 - Roof top units are connected to electrical, gas lines being installed
 - Start up of RTU's next week
 - Light fixtures in phase 2, lights in west half of the building
 - Phases 4 and 5 being taped and mudded
 - Ceiling grids are going in phases 2 and 3
 - Painting in phase 3
- MB
 - Permanent Power is up and running
 - HVAC start up next week
 - Gym floor installation has started

- Flooring to start on 1st floor, 2 rooms a day
- Elevators are onsite
- Lighting is continuing to be installed
- N. retaining wall complete, work started on E. retaining wall
- Kitchen equipment in next week
- Plumbing fixtures are beginning to be installed
- SY
 - Tree removal on NW corner of the building to make room for handicap access

March 14, 2024

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

March 7, 2024

- MB
 - Hard lid inspections done, some bathrooms can begin adding partitions
 - Finish electrical work is taking place on the main floor, lights installed in the gym.
 - End of next week will mark the majority of completion for drywall installation
 - Water heaters and softeners are tied in
 - Tile work is nearly complete in restroom areas
 - Exterior asbestos removal to start March 29

- BL
 - Permanent power is back on, switch gear is installed
 - Roughing in electrical and gas for RTU's
 - Drywall work completed phase 2, phase 3 is ongoing, phase 5 is next
 - Priming and painting taking place Phase 1 and Phase 2
 - Ceiling going up next week phase 1
 - Tile work taking place in restrooms
 - More concrete work to take place next week on east side of building.
- SY
 - Asbestos inspection #2 Friday and Monday.

February 29, 2024

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

February 22, 2024

- MB
 - Most installed plumbing and electrical has passed rough in inspection, once inspections are passed, drywall is installed
 - Continuing to work on the retention pond, civil engineer is redesigning the grading and the slope
 - Most casework is delivered

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

February 8, 2024

- MB
 - Lower Academic wing passed plumbing and electrical inspections, drywall work to follow
 - Power pole is set and in place to feed permanent power to the school
 - Fire alarm and sprinkler system work is continuing
 - Ceiling grid to follow in painted rooms next week
 - RR tile work is ongoing, kitchen tile work to begin next week
 - Main entry storefront install starts next week
- BL
 - Concrete work outside of the building is beginning
 - Demo of exterior doors next week, new doors and glazier is onsite
 - Wednesday, drywall work begins
 - Roof curbs are here, plan to install RTU's depending on weather and crane availability
- SY/RMS
 - Staging/mobilization work is ongoing.
 - RMS GMP presented to BOE 2/12
- WW
 - Fire Marshal to do final inspection 2/12

February 2, 2024

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

January 15, 2024

- MB
 - Framing inspection for 2nd floor next week, drywalling to follow
 - Temporary heat is installed and building is at a workable temperature
 - Duct work, plumbing, electrical work all progressing on schedule
 - Gym is painted, ceiling and walls
 - Tile work is starting in some sections
- BL
 - All major demo has been completed, some minor areas remain
 - Curbs for RTU's on 2/05, installation to follow
 - Underground plumbing is complete
 - Framing phases 2 and 3 progressing
- ME
 - Media Center desk repair

- WW
 - Exterior lights to be completed in 2 weeks, followed by programming
- SY
 - Sub Contracts are nearly filled
 - GMP on tonight's agenda
- KW
 - Prebid walkthrough on flooring 1/15
- RMS
 - Walkthrough 1/15

December 28, 2023

- MB
 - MUD working on bringing gas line from the street to the new building
 - Gym ceiling is primed
 - VAVs mostly installed
 - Wall insulation is being installed
 - Framing nearly complete academic wing upper and lower
 - Asbestos removal on old building to begin over spring break
- BL
 - Demolition ongoing, complete in phases 1-3
 - Duct work is being installed in several areas
 - Front sidewalk has been replaced along MB drive
 - Floor grinding is ongoing
- WW
 - Parking lot tarring to continue
 - Tile work ongoing around drinking fountains
 - Punch list items ongoing
- SY
 - Subcontractors are being notified and mobilization to begin
 - Westside has agreed to extend our lease at WCC

November 27, 2023

- MB
 - Insulation work continuing
 - Framing on main office and 1st floor of the academic wing nearing completion
 - Electrical inspections in the academic section
 - Boiler installation to begin
 - Storm sewer is connected and operational
 - HVAC main trunks are being run

- Exterior windows are mostly installed
- Roof top units may be up for initial startup within the month
- Retention pond and stormwater runoff is near completion
- Utility stub-ins have been extended to the building
- WW
 - Move in complete
 - Punch list work is ongoing
 - Flooring is nearing completion with waxing and some closets to be completed
- BL
 - Move is in progress
 - Job trailer is onsite
 - Asbestos work has started
- SY
 - Bid work is ongoing,
 - Mapping out timeline for project work this summer
- RHS
 - BA/SB field turf install is complete,
 - Punchlist work, including railing and electrical is ongoing

November 9, 2023

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

- Subcontractor walkthrough 11/3, strong interest, plan to be out for bid by Christmas

November 3, 2023

- MB
 - Insulation work continuing
 - Framing is taking place on main office area
 - Most exterior windows are installed
 - Retention pond and stormwater runoff is near completion
- WW
 - Sidewalk pours are ongoing, main entrance is complete
 - Ceiling padding to start next week
 - RTU's start up next week
 - Sink and toilet installs this week
 - Lights are in most hallways, a few classrooms and cafeteria to pick up yet
- BL
 - Shop drawings being finalized
- SY
 - Subcontractor walkthrough 11/3, strong interest, plan to be out for bid by Christmas

October 16, 2023

- MB
 - Main Entry – Exterior: <https://api2.enscape3d.com/v3/view/4213c738-6de7-4d40-adf6-7734896feca0>
 - Main Office: <https://api2.enscape3d.com/v3/view/7cfc1821-771e-40f7-91f7-439704db035d>
 - Main Entry – Interior: <https://api2.enscape3d.com/v3/view/3ef4589b-24f5-4d25-ac9c-a76ad3cf0b59>
 - Cafeteria: <https://api2.enscape3d.com/v3/view/cba1063a-bc96-425b-a051-ed5d974049c4>
 - Gymnasium: <https://api2.enscape3d.com/v3/view/ab0b5eaa-88c0-4c66-a46f-3dee4362864a>
 - Media Center: <https://api2.enscape3d.com/v3/view/6e90d288-fc6c-46e3-b71d-ff3c74ef7838>
 - Classroom: <https://api2.enscape3d.com/v3/view/15b21acc-6a13-41f9-807b-1dd02454f4a5>

- Music Room: <https://api2.enscape3d.com/v3/view/81df8eb7-064c-45c1-8e2e-c3f3d4facc3f>
- Setting window frames, glass to follow
- Exterior paint is progressing and will be done prior to Nov. 10
- Framing is starting for the main floor
- Building the retention pond for roof drainage next week
- Air will be craned in next week
- BL
 - Precon ongoing,
 - Filling dumpsters
 - Construction trailer to move soon
- WW
 - Driveway is complete, sidewalks to be formed next week
 - Crane to set RTU's on Friday
 - Drywall is mostly hung, all classrooms complete,
 - Classroom technology is starting to be installed
 - Fire alarms and emergency lighting is being installed
 - Ceiling grid is complete in 75% of classrooms, hallways
 - Interior glass and door frames to be completed this week
 - 75% of casework is onsite, 2nd delivery in 2-3 weeks

October 9, 2023

- BL
 - Site logistics continuing, electrician onsite for switch gear placement
 - Asbestos report returned, along with abatement bid, favorable bid number
- WW
 - Pavement work is continuing, forming up a pour Wednesday
 - Ceiling grid and lighting install continues on
 - Roof top units are being installed, startups 10/20
 - Office area near completed for framing and drywall work
 - LVT being installed in the 4th-6th grade areas
- MB
 - Several more subcontractors on site, electrical, roofing, plumbing, iron workers, concrete workers and masons are all working. Glaziers are to follow once painting is complete
 - 2nd floor is poured

- Receiving area walls are complete
- Roofing of academic wing is continuing
- Topping out ceremony 10/11
- SY
 - Design phase is nearing completion working on alternatives to opaque glass around the perimeter
 - Initial building permit has been approved
- RMS
 - Design phase ongoing
 - Heat Pump replacement is ongoing

September 21, 2023

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

September 11, 2023

- ME

- Punch list items nearly complete, building is nearly complete, waiting on a countertop and a couple of built in teacher desks
- BL
 - Working on site logistics and impending move, dates reserved for move over Thanksgiving, Nov. 21, 22 and 25
 - Building Permit approved
- WW
 - Patching in parking lot and main stair commencing
 - Curbs for the rooftop units are being set this week
 - Ceiling grid install is progressing, painting is complete in the former primary wing
 - Rough in's complete in almost all RR
 - Preparing to shift from old Electrical gear to new wiring next week
 - Window replacement is starting
- MB
 - Tie in's for the walls and decking is complete for $\frac{2}{3}$ of the building, work to finish above the tornado shelter.
 - Gym and music room roof is complete,
 - Beginning to form up the 2nd floor for pouring
 - Asbestos contractors on site last week, preparing a plan for safe demo of the building this summer.
 - Paint has been applied on a test panel.
- RHS
 - Softball field and main building is up and operational.
 - Lighting programming is nearing completion,
 - Work to pick upon the baseball side over the next month and a half.

August 31, 2023

- ME
 - Punch list items are being completed
- MB
 - Continued work on trusses, decking and roofing taking place, gym is nearly complete
 - Sample panels are painted to show color schemes
 - Asbestos testing of the old building is ongoing
 - Temp. Electrical is being installed in the lower section, along with some conduit in the gym
 - Retaining wall on West side of the building will start next two weeks
- WW

- Driveway demo phase II to begin next week
- Inspections for plumbing, electrical, insulation and framing are all ongoing and have been passed to date.
- Lighting installs and panel work ongoing
- Framing is nearly up to the gym/cafeteria area
- Ceiling grid install is starting in the old primary area
- Painting and some tile work is happening in the primary area
- BL
 - Beginning the plan for mobilization and site planning (trailer location)

August 17, 2023

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

August 3, 2023

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

July 22, 2023

- Meadows
 - Work continuing on interior finishes
 - Hallway tile
 - Boxlights
 - Lighting
 - Ceiling pads
 - Painting
 - Driveway pour is complete, parking lot work continuing
 - Move in set for July 24-26
 - Onsite tour for Meadows staff on 7/21
- WW
 - Demolition near complete
 - West half of driveway to be demoed and repoured before August 10
- MB
 - More walls have been erected,
 - Utility work complete, 93rd N. bound is reopened. Two pours left on S. bound 93rd
- KW
 - HVAC units are mostly up and running,
 - Custodians have been onsite this week working on cleaning classrooms
 - Fire sprinkler system nearly complete
 - Work continuing on repouring front drive and exit from the parking lot
- RMS
 - HVAC units are in varying degrees of installation and completion. Much work needs to be done to get the building up to 100% climate controlled by 8/10, several crews including plumbers, electricians and tanners are on site working on installation,
 - Building is currently comfortable, and gets somewhat more cool with each new unit installed.
- RHS
 - Softball field turf is due to be installed in August.
 - Back driveway has been mostly poured, more work to come on the approach and the parking stalls
 - Field should be accessible for play, but the surrounding areas around the RR/Concession stand/Pressbox may not be ready for opening, this
 - may require the season starting at Crown/Wager until the site is safe enough for players and fans.
- Misc

- CM@R selection process should be completed by 7/24, finalists are Weitz and Boyd Jones
- 2nd Tranche of bonds are sold, we came out pretty good as there was a bidding war on some of our bonds. Interest rates are higher, but are much lower than we estimated at the outset of the project.

July 10, 2023

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

June 19, 2023

- Meadows
 - Driveway work is progressing, demo and grading near complete

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

May 22, 2023

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

May 5, 2023

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

April 24, 2023

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

April 3, 2023

- Meadows is substantially moved, needed items in place at WCC, rest of materials are either in the gym or in storage. Remainder to be moved in the next two weeks
- Asbestos removal and demolition are underway, initial plumbing and electrical work have commenced.
- Meeting with KW contractor and subs regarding electrical and fire suppression

- BA/SB concession stand framing is near complete, building will be weathered in by mid-April
- Dirt work to take place at the fields starting next week
- Pouring of walls continues at MB, crane is scheduled for wall erection in the next two weeks
- Blumfield page turn

March 20, 2023

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

March 6, 2023

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

February 20, 2023

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

February 6, 2023

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

January 17, 2023

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

January 9, 2022

- Footings poured at BA/SB field complex
- Boxes delivered for packing at Meadows
- Camera installation Invitation to Bid is open
- KCAV toured KW for classroom tech. Bid
- HVAC Controls walkthrough at RMS and KW
- HVAC Controls installation began 12/28
- RHS Controls walkthrough
- WW pre-bid walkthrough

- Asbestos removal bids received Meadows
- KCAV to present to cabinet

December 12, 2022

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

November 21, 2022

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

November 14, 2022

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

October 31, 2022

- Demolition and excavation work continuing at RHS, work trailer areas and staging areas have been identified
- Project coordination meeting between Nemaha Cons. and Construct Inc.
- Met w/ security camera and door access vendor to solicit budgeting numbers

- Conducted field trip for 1st grade MB students of the Weitz construction trailer
- Received bid numbers for Meadows Elementary
- HVAC tech meeting for RMS/KW projects
- KW foundation project near completion

October 17, 2022

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

October 3, 2022

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

September 26, 2022

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

September 19, 2022

- Swing Site visit
- Continued progress on portions of RMS HVAC Project, delays still on some components to make the system fully functional
- Received 2nd bid on KW foundation project

- Met w/ Facility Advocates to consider fall work in RMS boiler room
- Rebar on site at MB, foundation footings to be excavated and poured.

September 5, 2022

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

August 29, 2022

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

August 22, 2022

- Presented initial building plans to BL staff

August 15, 2022

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

August 8, 2022

- Geopier installation to begin this week
- Bidding is open for BA/SB fields
- Temp. fix at RMS is complete and running
- Meeting on Meadows Park drainage issue

- Bid received for KW foundation repair work, soliciting 2nd bid
- Finalized contract for phase 2 GMP at MB
- Finalized contract for HVAC at RMS/KW phase 2

August 1, 2022

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

July 18, 2022

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

July 5, 2022

- Excavation work on MB in progress, footings work to begin soon
- Security fencing installed
- Bids due July 21st for RMS/KW
- Weitz gathering subcontractor bids for MB GMP
- Proposal for electrical engineering work on BB/SB fields received
- Proposal for 3rd party testing from Thiele on MB project
- Continued refinement of the BB/SB field project and Meadows Elementary

June 27, 2022

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

June 20, 2022

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

June 13, 2022

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

June 6, 2022

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

May 23, 2022

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

May 16, 2022

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

May 9, 2022

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

May 2, 2022

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

April 25, 2022

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

April 18, 2022

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

April 11, 2022

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

April 4, 2022

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

March 28, 2022

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

March 21, 2022

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

March 14, 2022

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

March 7, 2022

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

February 28, 2022

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

February 21, 2022

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

February 14, 2022

- Met w/ BCDM and Weitz, reviewed updated plans for MB, ME, BL and WW

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

February 7, 2022

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

January 27, 2022

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

January 10, 2022

- Jan. 10, top 2 CM@R's to present to the BOE for review and rank, then negotiations on fee begin w/ CM@R, attorney and district admin.
- Jan. 6th meeting with City of Omaha Planning Board to discuss MB project and need for applications for special permissions
- Jan. 5, met w/ City of Ralston on ballfield plan
- In-person presentations/interviews were conducted Jan. 4th with top 2 CM@R's identified for BOE presentation
- CM@R Selection Committee met and discussed candidates Dec. 30, top 4 were identified for in-person interview
- Dec. 30th bond were closed, funds transferred to NLAF, \$500,000 transferred to special building fund
- Met w/ KCAV Dec. 30th on classroom tech.

- Dec. 28 met w/ Bond Counsel and Bond Advisor to finalize sale of bond and receipt of proceeds
- Final two elementary buildings are evaluating the boxlight. All evaluations will be complete by 1/18.

December 20th

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

December 13th

- Meeting w/ MB staff on building design December 17th
- Meeting w/ district Media Specialists regarding design at MB Dec. 17th
- Boards are being demoed through the 12/21 at RHS, RMS, MB, & KW

December 6th

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

November 29th

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

November 22nd

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

-

November 15th

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

November 8th

- Bond advisor attending BOE meeting 11/8, will recommend refinance and first traunch.
- Met w/ mechanical engineer, walkthrough at KW and RMS
- Met w/ architect and Tiny/Little Rams staff on MB plan
- Met w/architect on needs at new MB kitchen
- Survey work is ongoing at MB
- Technology
 - Training last week for RHS/Admin training on Tuesday(11/9)
 - Additional boards (3) and carts should be in by 11/13
 - Set up meeting with Audio Enhancement for 11/17/2021 at 5:30 PM

-

October 28, 2021

Since the Bond Passed...

- Bond advisor first set of bonds going to market soon.
- Master calendar and seasons to take the projects on
- Development for HVAC plans at RMS & KW
- Met w/ architects and mechanical engineers on MB facility design
- Met with electrical engineers on lighting options
- Began discussions of what we want intercoms, alarms, and camera systems to look like
- Multiple tours of different buildings in different districts re: facilities, layouts, technology
- CM@R for MB, BL, ME, WW, finalizing RFP, advertisements are coming soon.
- Decided to merge the 4 schools above together because they are contingent on one another
- Board passed a resolution, will need to identify 1 more member to complete the team for hiring
- Working with KSB to create the RFP to go out

- Survey work started on MB
- Technology
 - Board in district that are training on w/ 6 staff members
 - Connecting with others who have passed the bond re: technology components
 - Met with KCAV to talk security, boards, audio (the Boxlight company and microphone/intercom system)
 - Met with the engineers that are working on the project
 - Communicated with principals which staff we are looking to have help us try out the machines, waiting for devices to arrive, then planning to communicate with staff requesting pilot

Special Building Fund Expenditure Tracker

As of 10/06/2025

Building	FY 26	FY 25	FY 24	FY 23	FY 22	Total to Date	Budgeted	Variance to date	Anticipated final variance
163 BL	26600	539654	\$ 7,638,219	\$ 473,126	\$ 253,411	\$ 8,931,010	\$ 9,582,464	\$ 651,454	\$ 651,454
164 KW	32821	83740	\$ 846,065	\$ 1,556,682		\$ 2,519,308	\$ 2,836,267	\$ 316,959	\$ 300,000
166 ME	5041	0	\$ 750,526	\$ 5,738,202	\$ 89,636	\$ 6,583,405	\$ 6,899,195	\$ 315,790	\$ 320,000
167 MB		2076837	\$ 12,122,937	\$ 10,397,409	\$ 1,078,804	\$ 25,675,987	\$ 24,916,803	\$ (759,184)	\$ (775,492)
168 SY	225773	1282910	\$ 3,064,655	\$ 43,443		\$ 4,616,781	\$ 3,569,961	\$ (1,046,820)	\$ (852,551)
169 WW	21237	23132	\$ 3,939,636	\$ 2,637,355	\$ 44,431	\$ 6,665,791	\$ 6,559,752	\$ (106,039)	\$ (61,670)
260 RMS	283129	1624660	\$ 3,865,964	\$ 73,217		\$ 5,846,970	\$ 6,706,296	\$ 859,326	\$ 750,000
360 RHS	2246900	15029976	\$ 3,253,844	\$ 3,391,996	\$ 12,029	\$ 23,934,745	\$ 24,783,063	\$ 848,318	\$ -
800 DW	750	283266	\$ 357,725	\$ 3,801,433	\$ 797,939	\$ 5,241,113	\$ 4,862,940	\$ (378,173)	\$ (378,173)
						\$ -	\$ -	\$ -	
Totals	\$ 2,842,251	\$ 20,944,175	\$ 35,839,571	\$ 28,112,863	\$ 2,276,250	\$ 90,015,110	\$ 90,716,741	\$ 701,632	\$ (46,432)

Remaining	Encumbrances	Contracted	Total
260	\$ -		\$ -
360	\$ -	\$ 1,394,429	\$ 1,394,429
			\$ 1,394,429

SBF Balance \$ 16,681,666
10/31/2025

Arbitrage Estin \$1,500,000



SCHOOL MENTAL HEALTH SERVICES

GLOW Program

Our School Mental Health Services Program serves students in the following school districts: Arlington, Blair, Conestoga, Elmwood-Murdock, Fort Calhoun, Louisville, Plattsburgh, Ralston, and Weeping Water. Dollars to support this program are from 100% Federal funding and runs through Educational Service Unit No 3 - #S184H240055-24A

About SMHS Program

650
Total Referrals

370
successfully discharged from T3

262

Hours of Outreach, Meetings and Trainings this school year so far!

129
Students served

Began in 2021, with a federal grant serving Cass and Washington county- with a focus of building a comprehensive whole child focus, while supporting schools and creating access to high quality mental health support! We supplement, not supplant!

Our team has grown and evolved since we began, and we are excited to continue this expansion!





Grant Goals



Goal 1

Grow capacity of
Mental Health
Providers



Goal 2

Grow and expand
school capacity for
comprehensive
school mental
health services



Goal 3

Increase access to
school mental
health services.



Goal 4

Expansion and
Sustainability

Included Districts: (for grant goals)

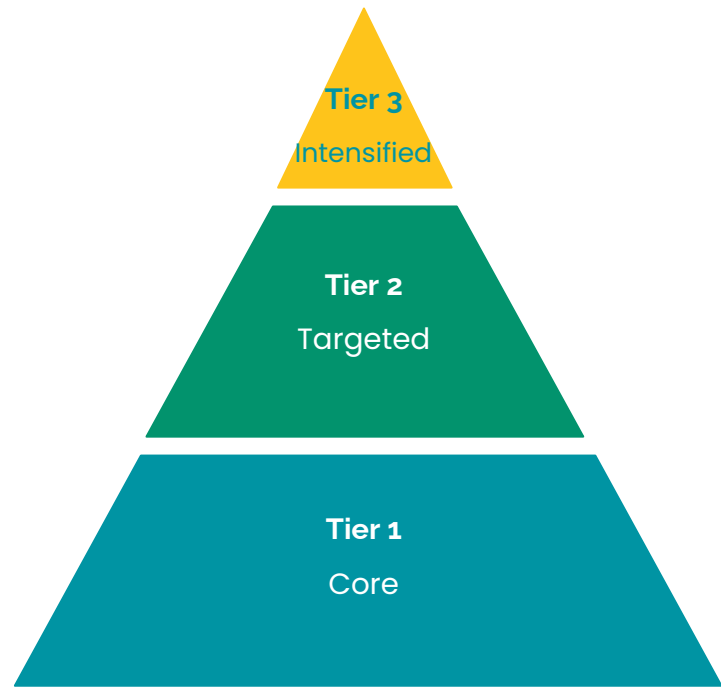
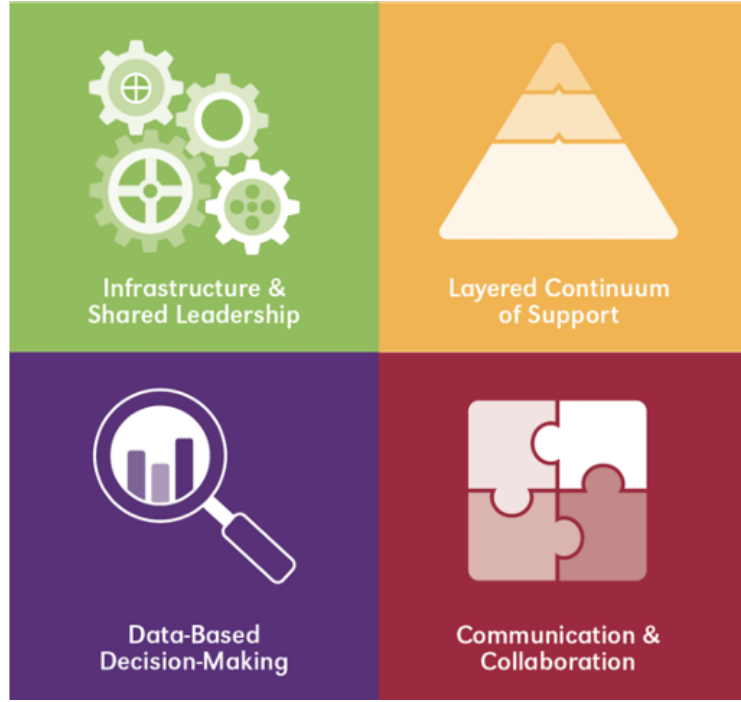
Arlington	Louisville
Blair	Plattsmouth
Conestoga	Ralston
Elmwood-Murdock	Weeping Water
Fort Calhoun	



What are comprehensive school mental health services?



Multi Tiered Systems of Support





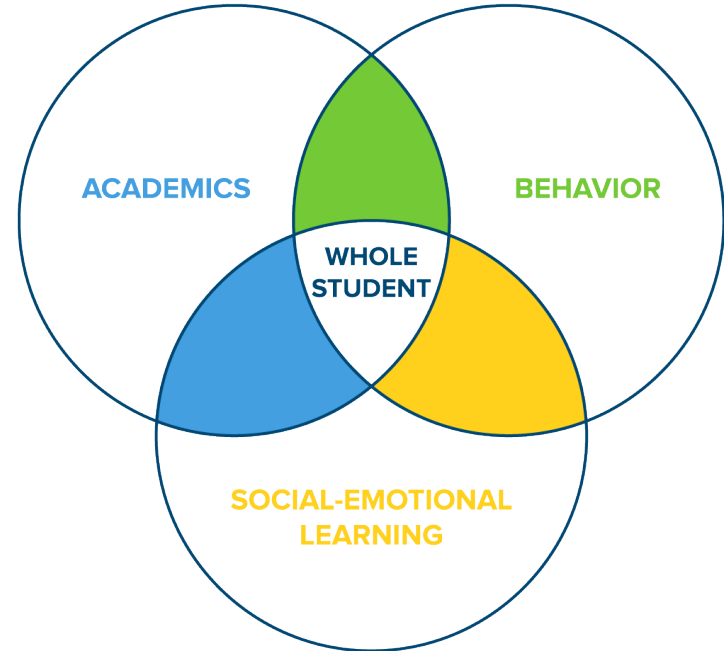
MTSS Mindset

Three areas of student development:

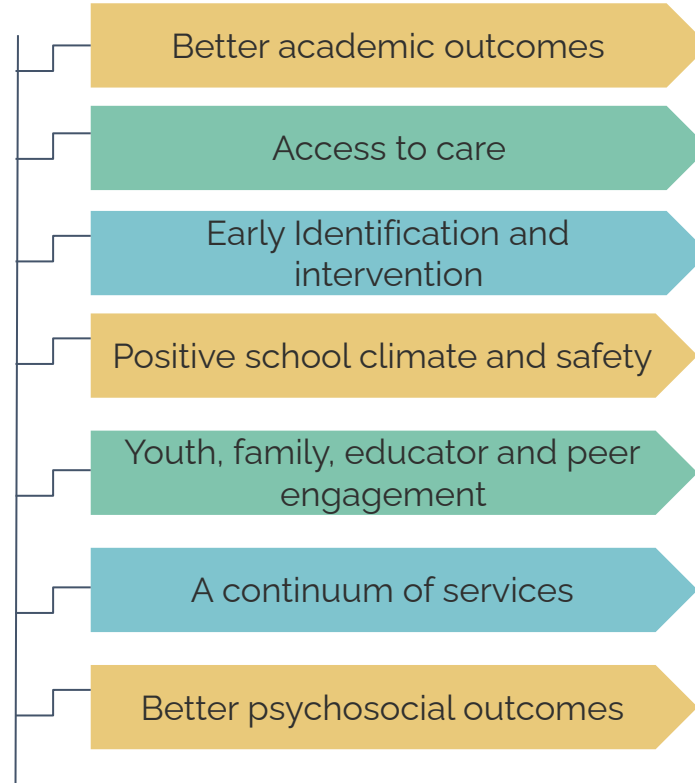
- **Academics**
- **Behavior**
- **SEL**

These areas overlap & impact one another

ALL are essential to the development of our students



Positive Outcomes of a Comprehensive SMH System





Why integrate systems?



**Increase serviceability,
supplement existing
supports, NOT supplant!**



**Continuum of Care;
Systems of Care!**



**Reduce discipline
referrals, and suspensions
by supporting the
Goldilocks principle**



TIER 1

What do SMH Services look like at Tier 1?



**Universal
Screening**



**Trainings & Outreach
Consultation and
Collaboration**



**A Seat at the
(problem solving &
implementation)
Table**



MTSS



TIER 2

What do SMH Services look like at Tier 2?



Acute Care



Small Groups



TIER 3

What do SMH Services look like at Tier 3?



Referral Stream

- Problem Solving Team
- Urgent Referrals
- Parent Referrals (future)



Diagnosis



Services

A scenic landscape at sunset. A winding asphalt road curves through rolling hills. The foreground is dominated by a vineyard with yellowing leaves. In the distance, a small town is visible on a hillside, and the sun is setting on the horizon, casting a warm glow over the scene. The sky is a mix of orange and blue.

Therapist Logistics

Hiring Progress & Next Steps



March–May 2025

Hire 4 therapists to serve grant identified buildings

Begin services through simplified referral process

Train building admin and staff

2025–2026

Implement services with structured referral process in all identified buildings

Continue alignment and training efforts

2027–2028

Continue implementation, evaluate implementation (SHAPE), opportunities for refinement and growth through action planning process

Summer 2025

Plan for 2025–2026 rollout

Alignment of project goals and district strategic goals, projects, etc.

2026–2027

Continue implementation, evaluate implementation (SHAPE), opportunities for refinement and growth through action planning process

2028–2029

Continue implementation, evaluate implementation (SHAPE), opportunities for refinement and growth through action planning process

February 2025: Hiring



Four FTE for Ralston Public Schools
Looking for at least one bilingual therapist, based on candidates knowledge, skills, disposition and experience we will make placements- would like to seek your building input for "fit"

Summer 2025



Work to bring structure and alignment of comprehensive services to building level systems through action planning and alignment work.

Summer Services?

March - May 2025



Service, service, service

Pilot services at a Tier 2 and Tier 3 level. Focus will be students! Therapists and I will meet with each building team once placement occurs to "onboard" and establish what days will look like and establish some working norms during this time.

Fall 2025

Annual onboarding of expectations, yearly grant expectations and alignment to building, district needs, etc.



01

Building focus for March-May

Karen Western, Mockingbird, Blumfield, RMS
RHS- Fall 2025



02

Set building level training and onboarding for teams at target buildings

03

Anticipated start date March 5/6

Focus of onboarding that week, with referrals/services beginning the week of March 10th?



**SCHOOL
MENTAL
HEALTH
SERVICES**



Questions?

<https://smhs.esu3.org/home>



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Nebraska Revised Statute 79-3004

On or before December 31, 2024, and on or before December 31 of each year thereafter, in order to promote and support financial literacy education, each school district shall provide an annual financial literacy status report to its school board, including, but not limited to, student progress in financial literacy courses and other district determined measures of financial literacy progress from the previous school year.

Nebraska Standards for Financial and Life Literacy

Elementary Economics (Social Studies): Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local levels.

- SS 0.2.6 Money is used to purchase goods and services.
 - SS 0.2.6.a Classify and identify U.S. coins and currency
- SS 1.2.6 Students will compare spending and saving opportunities
 - SS 1.2.6.a Give examples of situations where students and families have chosen to save for future purchases
- SS 2.2.6 Demonstrate knowledge of currency and use.
 - SS 2.2.6.a Make transactions using currency as a medium of exchange
- SS 3.2.6 Solve real-world problems.
 - SS 3.2.6.a Given a budget, students will be able to make choices on wants and needs
- SS 4.2.6 Banking
 - SS 4.2.6.a Identify the costs and benefits of saving, interest, and borrowing
- SS 5.2.6 Summarize characteristics of financial institutions
 - SS 5.2.6.a Explain/explore how various financial services are provided by local financial institutions

At the elementary level, Studies Weekly is our curriculum, which includes instruction aligned to Nebraska financial literacy standards.

Gr	Needs, Wants, Resources	Goods & Services	Econ Choices	Econ Activity	Producers & Consumers	Spending & Saving	Econ Principles	Econ Resources	Personal Finance	Econ Systems	Workers Contribute to Economy	Trade & Econ in N Amer
K	x	x	x	x		x						
1	x		x	x		x					x	
2	x		x	x	x		x	x				
3	x				x		x		x			
4	x						x		x	x		
5												x

There are no Financial Literacy state standards in 6th and 7th grade.

Middle School

Wesley Kosch teaches Personal Finance at RMS. EverFi is the curriculum. Mr. Kosch provided this information regarding his courses:

My 8th graders' main financial literacy module is called Futuresmart and entails the following units of study:

- 1.) Smart shopping
- 2) Ways to pay
- 3) Investing in you
- 4) Growing a business
- 5) Your financial future
- 6) Building your Blueprint.

These all have 5-question pre-tests and 10-question post-tests. Students have an extra credit opportunity to complete an additional module called SaveUp, which has the following units of study:

- 1) Saving money and spending wisely
- 2) Setting goals and planning ahead
- 3) Why use a savings account
- 4) How to open a savings account.

Several guest speakers, including:

Hayden Buck, Physical Therapist Intern,
James Wright, Nebraska Credit Union League,
Leonard Matthias, Sarpy County Teen Court Administrator,
Ben Cooley, Software Engineer,
Jon Zuerloin, Carpenters Union Administrator,
Alicia Gentle, Registered Nurse,
Katie Boyd, Law Enforcement.

Seventh graders create a simple budget, and they watch a documentary on a couple who try to survive on minimum wage for a month. I also share my own personal budget through this unit of study. (7th grade personal finance is not a required state standard.)

High School

Mr. Siske is the Personal Finance teacher. Students are making growth in CE02 and sustained 100% in Dual Enrollment Personal Finance. As an extension activity, students who have jobs can sign up for a WIN time with me during tax season, and Mr. Siske will help them complete their own tax returns. They do the work, but he offers assistance. There are usually about 20 students a year who take advantage of this opportunity.

We will continue to update this spreadsheet in order to share with the Board annually.

2022-2023				
	CE02 Personal Finance	% pass	CE13 Honors Personal Finance	% pass
Number of Total Students Enrolled	224	92.41	13	100
		EOY		EOY
2023-2024				
	CE02 Personal Finance	% pass	CE13 Honors Personal Finance	% pass
Number of Total Students Enrolled	148	94.56	70	100
		EOY		EOY
2024-2025				
	CE02 Personal Finance	% pass	CE13 Honors Personal Finance	% pass
Number of Total Students Enrolled	168	97.6	55	100
	first semester		first semester	
2025-2026				
	CE02 Personal Finance	% pass	CE13 Honors Personal Finance	% pass
Number of Total Students Enrolled	50		67	
	first semester	EOY	first semester	EOY



Board of Directors Meeting

November 18, 2025

5pm

Central Office Board Room

- I. Roll Call- Excuse Members not in attendance
- II. Presentation from the Nebraska Community Foundation, Anders Olson
- III. Portfolio Review: First Interstate Bank, Brandon Burns
- IV. Action Items
 - a. Financial Report (JB)
 - b. New Board Members Louis Gilmore (JB)
 - c. LR/TR Update, Rate Change (SR)
 - d. Substitute Appreciation Incentive(JB)
- V. Discussion Items
 - a. Virginia Grogan Scholarship endowment
 - b. Ram Alumni Giving Campaign Challenge (JB)
 - c. Teacher Grants (AN)
 - d. Golf Tournament (AN)
 - e. RHS Distinguished Alumni Award Celebration (AN)
 - f. RAM Forever Stepping Stones Award (AN)
 - g. HOL Update (AN)
 - i. Save the date April 29, 2026 First Liberty Credit Union Arena
 - h. RSF BOE member survey
- VI. Adjourn

Ralston Schools Foundation Important Dates

November 18, Portfolio Review with First Interstate Bank

February 17, 2026 Scholarship/HOL Planning

April 29, 2026 Tentative Heart of Learning Banquet

May 20, 2026 End of school year wrap up celebration

Next Meeting Seymour?

4:15 PM

11/13/25

Accrual Basis

Ralston Foundation
Balance Sheet
As of October 31, 2025

	<u>Oct 31, 25</u>
ASSETS	
Current Assets	
Checking/Savings	
First Interstate - Investment	1,109,585.42
First Interstate Checking	603,104.34
Money Market Restricted	
Jan Rowley Memorial Scholarship	59,400.00
MM - Mackie Leadership Grant	6,500.00
Money Market Athletic Sponsor	37,270.00
MM Naviaux Family Scholarship	150.00
MM Harry Weichel Scholarship	450.00
MM - Theatre	522.77
MM Virginia Grogan Memorial	25,156.50
MM Jim McGrath Memorial	12,032.00
MM Mickey Looney Memorial	3,000.00
MM Martin Frye Memorial	180.00
MM A.Hansen Memorial	239.43
MM Alumni Association	65.00
MM Early Childhood Education	1,736.29
MM EHA Wellness	6,808.43
MM Emergency Fund	988.37
MM Fallen Soldier Project	2,000.00
MM Foundation Scholarships	-379.80
MM General	10,959.59
MM HS Facilities Designated Fnd	960.00
MM Industrial Tech Modules Acct	2,600.00
MM Janell Shain Memorial	2,760.00
MM Kendall Peterson Fund	102,648.42
MM Ketelsen, Jessica/Jeremy Fund	230.59
MM Kronberg Scholarship Fund	3,411.74
MM Pat Cortese Memorial	70.04
MM Polivka Scholarship	5.00
MM Reid Adler Memorial	963.73
MM RHS Food Bank	39,067.10
MM Rod Stuehm Memorial	250.00
MM Steinbach Scholarship Fund	3,003.79
MM UNO Cooperating Scholarship	24,255.00
Money Market Restricted - Other	7,796.34
Total Money Market Restricted	355,100.33
Money Market Reserve	0.01
Total Checking/Savings	2,067,790.10
Other Current Assets	
Payroll Service Customer Asset	340.00

4:15 PM

11/13/25

Accrual Basis

Ralston Foundation
Balance Sheet
As of October 31, 2025

	<u>Oct 31, 25</u>
Total Other Current Assets	340.00
Total Current Assets	2,068,130.10
TOTAL ASSETS	<u>2,068,130.10</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	-500.00
Total Accounts Payable	-500.00
Other Current Liabilities	
PPE Loan	129,745.00
Direct Deposit Liabilities	593.89
Payroll Liabilities	
Accrued Health/Life Ins. Payabl	400,749.10
Payroll Liabilities - Other	216.76
Total Payroll Liabilities	400,965.86
Total Other Current Liabilities	531,304.75
Total Current Liabilities	530,804.75
Total Liabilities	530,804.75
Equity	
Opening Bal Equity	269,025.80
Retained Earnings	1,260,459.10
Net Income	7,840.45
Total Equity	1,537,325.35
TOTAL LIABILITIES & EQUITY	<u>2,068,130.10</u>

Ralston Foundation
Profit & Loss Budget Overview
 July through October 2025

	Jul - Oct 25	Budget
Income		
Restricted Income	67,351.00	120,000.00
Foundation		
Classroom/Teacher Grant Donatio	0.00	500.00
Investment Gains (Losses)	0.00	110,000.00
Scholarships	8,250.00	
Golf	12,045.00	18,000.00
General Donations	19,279.75	15,000.00
Interest income	142.78	200.00
Total Foundation	39,717.53	143,700.00
Lil Rams		
Activity Fees	0.00	10,000.00
Donations	0.00	500.00
Registration Fees	1,560.00	6,000.00
Sales	0.00	200.00
Tuition	270,289.57	690,000.00
Total Lil Rams	271,849.57	706,700.00
Tiny Rams		
Activity Fees	0.00	500.00
Donations	0.00	500.00
Registration Fees	160.00	1,800.00
Sales	0.00	100.00
Tuition	133,178.32	380,000.00
Total Tiny Rams	133,338.32	382,900.00
Total Income	512,256.42	1,353,300.00
Expense		
Restricted Expense	21,311.30	105,000.00
Foundation Expense		
Teacher Grants	434.42	8,500.00
teamRPS	0.00	8,500.00
Sponsorships	0.00	3,500.00
Alumni	6,503.50	4,000.00
Alumni Recruitment	0.00	3,000.00
Capital Expense	4,826.00	2,500.00
Advertising/Marketing	1,249.50	500.00
Awards/Teacher Appreciation	9,897.97	11,000.00
Fees & Licenses	6,444.52	10,000.00
Equipment	77.95	250.00
Events	17,137.63	11,000.00
Good & Welfare/District	9,689.80	6,000.00
Outreach	2,499.18	8,500.00
Office supplies	39.56	2,500.00

4:14 PM

11/13/25

Cash Basis

Ralston Foundation
Profit & Loss Budget Overview
July through October 2025

	<u>Jul - Oct 25</u>	<u>Budget</u>
Payroll Expenses	16,420.08	1,500.00
Printing & reproduction	0.00	5,000.00
Professional Fees	0.00	1,000.00
Scholarships	28,250.00	55,000.00
Staff Development	0.00	1,100.00
Total Foundation Expense	103,470.11	143,350.00
Lil Rams Expense		
Cellular phones	1,426.35	4,500.00
Computer expense/LR	0.00	4,000.00
Dues and Subscriptions	992.00	2,000.00
Equipment	394.41	1,500.00
Good & Welfare	611.44	3,200.00
Field Trips	22,458.86	30,000.00
Marketing Expense	0.00	750.00
Mileage	517.02	1,500.00
Payroll Expense	215,124.35	570,000.00
Professional Fees	4.00	0.00
Snacks	6,473.58	8,500.00
Staff Development	490.40	1,500.00
Staff Shirts	0.00	2,000.00
Supplies	2,428.68	6,700.00
Tuition Reimbursement	849.36	2,500.00
Total Lil Rams Expense	251,770.45	638,650.00
Tiny Rams Expense		
Cellular phones	739.38	2,600.00
Computer Expense	10.68	1,000.00
Dues and Subscriptions	998.00	750.00
Equipment	583.00	1,500.00
Furniture	1,310.60	1,000.00
Good and Welfare	362.67	2,500.00
Field Trips	1,108.85	7,000.00
Meals	14,881.32	40,000.00
Mileage	208.88	200.00
Miscellaneous	266.00	0.00
Payroll Expense	104,570.20	390,000.00
Postage	0.00	400.00
Printing	9.48	
Staff Development	994.00	2,500.00
Staff Shirts	0.00	1,000.00
Supplies	1,806.64	6,000.00
Tuition Reimbursement	0.00	1,000.00
Tiny Rams Expense - Other	14.41	
Total Tiny Rams Expense	127,864.11	457,450.00

4:14 PM
11/13/25
Cash Basis

Ralston Foundation
Profit & Loss Budget Overview
July through October 2025

	<u>Jul - Oct 25</u>	<u>Budget</u>
Total Expense	504,415.97	1,344,450.00
Net Income	<u>7,840.45</u>	<u>8,850.00</u>

Ralston Public Schools | 2026-2027 CALENDAR V1 DRAFT w PD Changes

AUGUST '26						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-5 New Teacher Days
 6-10 Pre-service
 11 First Day (PK, Kg, 7, & 9)
 12 All Students
 Staff - 18 Student - 15

FEBRUARY '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

12 Comp day for conferences
 15 Professional learning/Teacher plan
 Staff - 19 Student - 18

SEPTEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

07 Labor Day
 14 Professional learning
 Staff - 21 Student - 20

MARCH '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8 Professional Learning
 26 No School
 29-31 Spring Break
 Staff - 19 Student - 18

OCTOBER '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9 Comp Day for conferences
 12 Professional Learning/Teacher plan
 Staff - 22 Student - 20

APRIL '27						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 Spring Break
 30 No school
 Staff - 19 Student - 19

NOVEMBER '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

9 Professional learning
 25-27 Thanksgiving Break
 Staff - 18 Student - 17

MAY '27						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

25 Last day
 26 Teacher work day
 Staff - 18 Student - 17

DECEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

23 Teacher work day (flex)
 24-31 Winter Break
 Staff - 17* Student - 16

JUNE '27						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Like our recent calendars Keeps PD off of Fridays (to not lose PLT time)
 Spring break connects to Easter
 Not a full week to start
 Staff have MLK off*
 Work day (flex) 12/23
 Balanced Semesters

JANUARY '27						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1-4 Winter Break
 5 Work Day (flex)
 18 No School
 Staff - 17 Student - 17

JULY '27						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1st semester - 88 days
 2nd semester - 89 days

Ralston Public Schools | 2027-2028 CALENDAR **V2** V2 Draft w PD Changes

AUGUST '27						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2-4 New Teacher Days
5-9 Pre-service
10 First Day (PK, Kg, 7, & 9)
11 All Students
 Staff - 19 Student - 16

FEBRUARY '28						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

18 Comp Day
21 Professional Learning/Work Day
 Staff - 21 Student - 19

SEPTEMBER '27						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6 Labor Day
13 Professional learning
 Staff - 21 Student - 20

MARCH '28						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13 Professional learning
27-31 No School - Spring Break
 Staff - 18 Student - 17

OCTOBER '27						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 Comp day
11 Professional learning/Teacher plan
 Staff - 21 Student - 19

APRIL '28						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

14-17 No School
 Staff - 18 Student - 18

NOVEMBER '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 - No school
8 - Professional learning
24 - 26 Thanksgiving break
 Staff - 18 Student - 17

MAY '28						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

24 Last day
25 - Work day
 Staff - 19 Student - 18

DECEMBER '27						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 Work Day (flex)
23-31 Winter Break
 Staff - 16 Student - 15

JUNE '28						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JANUARY '28						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 Winter Break
4 - Work Day (flex)
17 No School
 Staff - 18 Student - 18

JULY '28						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Student Days - 87/90 = 177
Staff Days - 189

Calendar updates to minimize PD days as part of a 4-day weekend:

2026-2027

- Moved 9/8 PD to 9/14
- Adjusted the October PD cycle
 - Made 10/9 a comp day (aligns with requests)
 - Made 10/12 PD/teacher plan
 - Plan time to incentivize attendance
- Moved 11/6PD to 11/9 (to avoid Friday)
- Adjusted the February PD cycle
 - Made 2/12 a comp day (aligns with requests)
 - Made 2/15 PD/teacher plan
 - Plan time to incentivize attendance
- Left March 8th PD as is

No other changes were made

2027-2028

- Moved 9/7 PD to 9/13
- Left October PD as is
- Moved 11/2 PD to 11/8
- Made January 17 PD a day off
 - Aligns with requests
 - Allows for a March PD day (requested from T&L)
- Left February PD as is
- Added March 13 PD
- Adjusted end date from 5/23 to 5/24
- Adjusted teacher work day from 5/24 to 5/25

No other changes were made

Ralston Public Schools | 2026-2027 CALENDAR **V1 DRAFT** updated 11/3/25

AUGUST '26						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3-5 New Teacher Days
6-10 Pre-service
11 First Day (PK, Kg, 7, & 9)
12 All Students
Staff - 18 Student - 15

FEBRUARY '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

12 Professional learning
15 Comp day for conferences
Staff - 19 Student - 18

SEPTEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

07 Labor Day
08. Professional learning
Staff - 21 Student - 20

MARCH '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8 Professional Learning/Teacher plan
26 No School
29-31 Spring Break
Staff - 19 Student - 18

OCTOBER '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12 Comp Day for conferences
13 Professional Learning/Teacher plan
Staff - 22 Student - 20

APRIL '27						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 Spring Break
30 No school
Staff - 19 Student - 19

NOVEMBER '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6 Professional learning
25-27 Thanksgiving Break
Staff - 18 Student - 17

MAY '27						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

25 Last day
26 Teacher work day
Staff - 18 Student - 17

DECEMBER '26						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

23 Teacher work day (flex)
24-31 Winter Break
Staff - 17* Student - 16

JUNE '27						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Like our recent calendars
Keeps PD off of Fridays (to not lose PLT time)
Spring break connects to Easter
Not a full week to start
Staff have MLK off*
Work day (flex) 12/23
Balanced Semesters

JANUARY '27						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1-4 Winter Break
5 Work Day (flex)
18 No School
Staff - 17 Student - 17

JULY '27						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1st semester - 88 days
2nd semester - 89 days

Ralston Public Schools | 2027-2028 CALENDAR **V2** 11/3/25

AUGUST '27						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2-4 New Teacher Days
5-9 Pre-service
10 First Day (PK, Kg, 7, & 9)
11 All Students
 Staff - 19 Student - 16

FEBRUARY '28						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

18 Comp Day
21 Professional Learning/Work Day
 Staff - 21 Student - 19

SEPTEMBER '27						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6 Labor Day
7 Professional learning
 Staff - 21 Student - 20

MARCH '28						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27-31 No School - Spring Break
 Staff - 18 Student - 18

OCTOBER '27						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 Comp day
11 Professional learning
 Staff - 21 Student - 19

APRIL '28						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

14-17 No School
 Staff - 18 Student - 18

NOVEMBER '27						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 - No school
2 - Professional learning
25 - 27 Thanksgiving break
 Staff - 18 Student - 17

MAY '28						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23 Last day
24 - Work day
 Staff - 18 Student - 17

DECEMBER '27						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 Work Day (flex)
23-31 Winter Break
 Staff - 16 Student - 15

JUNE '28						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Pros: No school after Halloween*
 Not full week start
 Later Spring Break
 Flex Work day before & after break
 Professional learning on Holidays with comp days on Fridays (staff able to do things when banks, etc are open)

JANUARY '28						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 Winter Break
4 - Work Day (flex)
17 Professional Learning
 Staff - 19 Student - 18

JULY '28						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Cons:
 Not 2 weeks at Holidays
 MLK is an Inservice
Student Days- 87/90 = 177
Staff Days - 189



ford.com

VEHICLE DESCRIPTION

SUPER DUTY

2025 F350 DRW 4X4 REG CHAS
XL 145" WB CHASSIS CAB
7.3L DEVCT NA PFI V8 ENGINE
10-SPEED AUTO TORQSHIFT

SE D78825

EXTERIOR
OXFORD WHITE
INTERIOR
MEDIUM DARK SLATE VINYL

STANDARD EQUIPMENT INCLUDED AT NO EXTRA CHARGE

EXTERIOR

- HEADLAMPS - AUTOLAMP (ON/OFF)
- HEADLAMPS -WIPER ACTIVATED
- HEADLAMPS-HALOGEN
- MIRRORS - HTD, PWR GLASS/ MANUAL-FOLD/TURN SIGNALS
- ROOF CLEARANCE LIGHTS
- TOW HOOKS
- TRAILER SWAY CONTROL
- TRAILER TOW WIRE HARNESS
- WIPERS- INTERMITTENT

INTERIOR

- 4.2" PRODUCTIVITY SCREEN
- AIR COND, MANUAL FRONT
- BLACK VINYL FLOOR COVERING
- OUTSIDE TEMP DISPLAY
- PARTICULATE AIR FILTER
- POWER LOCKS AND WINDOWS
- STEERING:TILT/TELESCOPE, CRUISE & AUDIO CONTROLS
- UPFITTER SWITCHES

FUNCTIONAL

- 4-WHEEL ANTILOCK BRAKE SYS
- FORDPASS™ CONNECT 5GWI-FI HOTSPOT TELEMATICS MODEM
- HILL START ASSIST
- REMOTE KEYLESS ENTRY
- STABILIZER BAR, FRONT/REAR
- SYNC@4 W/8" SCREEN

SAFETY/SECURITY

- ADVANCETRAC™ WITH RSC®
- AIRBAGS - SAFETY CANOPY®
- BELT-MINDER CHIME
- DRIVER/PASSENGER AIR BAGS
- SECURE PKG 1 YR INCLUDED
- SECURILOCK® ANTI-THEFT SYS
- SOS POST-CRASH ALERT SYSTM™

WARRANTY

- 3YR/36,000 BUMPER / BUMPER
- 5YR/60,000 POWERTRAIN
- 5YR/60,000 ROADSIDE ASSIST
- 5YR/100,000 DIESEL ENGINE

INCLUDED ON THIS VEHICLE

OPTIONAL EQUIPMENT/OTHER

- PREFERRED EQUIPMENT PKG.640A
- 10-SPEED AUTO TORQSHIFT
- LT245/75R17E BSW ALL-TERRAIN
- 4.30 RATIO LIMITED SLIP AXLE
- FRONT LICENSE PLATE BRACKET
- PLATFORM RUNNING BOARDS
- 14000# GVWR PACKAGE
- 50 STATE EMISSIONS
- 120V/400W OUTLET
- SNOW PLOW PREP PACKAGE
- TRAILER BRAKE CONTROLLER
- INTERIOR WORK SURFACE
- CENTER HIGH MOUNT STOP LAMP
- JACK
- 40 GAL AFT OF AXLE FUEL TNK
- 410 AMP DUAL ALTERNATOR
- DUAL BATTERY
- REAR VIEW CAMERA & PREP KIT
- XL CHROME PACKAGE
- .FOG LAMPS
- .REMOTE START SYSTEM

(MSRP)

NO CHARGE
165.00
385.00
NO CHARGE
320.00
NO CHARGE
175.00
250.00
300.00
140.00
100.00
55.00
NO CHARGE
115.00
NO CHARGE
515.00
325.00

PRICE INFORMATION

BASE PRICE	\$55,155.00
TOTAL OPTIONS/OTHER	2,845.00
TOTAL VEHICLE & OPTIONS/OTHER	58,000.00
DESTINATION & DELIVERY	2,095.00

California Air Resources Board

Gasoline Vehicle

Environmental Performance

These ratings are not directly comparable to the U.S. EPA/DOT light-duty vehicle label ratings. For information on how to compare, please see www.arb.ca.gov/ep_label.

Protect the environment. Choose vehicles with **higher ratings**:

Greenhouse Gas Rating (tailpipe only)



Smog Rating (tailpipe only)



Vehicle emissions are a primary contributor to climate change and smog. Ratings are determined by the California Air Resources Board based on this vehicle's measured emissions.



The FordPass™ Connect modem is active and sending vehicle data (e.g., diagnostics) to Ford.** See in-vehicle settings for connectivity options.

*Based on 1977-2024 CY total sales. **FordPass Connect (optional on select vehicles), the FordPass App and complimentary Connected Service are required for remote features (see FordPass Terms for details). Connected service and features depend on compatible AT&T network availability. Evolving technology/cellular networks/vehicle capability may limit functionality and prevent operation of connected features. Connected service excludes WI-FI hotspot.



Insist on Ford Protect! The only extended service plan fully backed by Ford and honored at every Ford dealership in the U.S., Canada and Mexico. See your Ford dealer or visit www.FordOwner.com.

1FDRF3HN5SED78825



WARNING: Operating, servicing and maintaining a passenger vehicle, pickup truck, van, or off-road vehicle can expose you to chemicals including engine exhaust, carbon monoxide, phthalates, and lead, which are known to the State of California to cause cancer and birth defects or other reproductive harm. To minimize exposure, avoid breathing exhaust, do not idle the engine except as necessary, service your vehicle in a well-ventilated area and wear gloves or wash your hands frequently when servicing your vehicle. For more information go to www.P65Warnings.ca.gov/passenger-vehicle.

SCAN QR TEXT 1FSED78825 TO 48028

Msg & Data rates may apply. Text HELP for help



www.ford.com/help/privacy-terms/

RAMP ONE

CM6P

RAMP TWO

CONVOY

ITEM #:

53-Y637 O/T 60

TOTAL MSRP \$60,095.00



Whether you decide to lease or finance your vehicle, you'll find the choices that are right for you. See your dealer for details or visit www.ford.com/finance.

SPECIAL ORDER

SE151 N RB 2X 530 002128 05 15 25

This label is affixed pursuant to the Federal Automobile Information Disclosure Act. Gasoline, License, and Title Fees, State and Local taxes are not included. Dealer installed options or accessories are not included unless listed above.



Estimate

Date	Estimate #
9/24/2025	16348

4343 S. 19th St. Council Bluffs, IA 51501-3305

Bill To	Ship To
Woodhouse Ford-O 3633 N 72nd St Omaha NE 68134 United States	Woodhouse Ford-O 3633 N 72nd St Omaha NE 68134 United States

VIN Number	Ship Date	Ordered By	SR Email
	9/24/2025		brianhonerman@protechcb.com

Quantity	Item Code	Description	Price Each	Amount
1	Misc.	2025 Ford F-350 DRW 60CA 9' Dump w/ Hoist and 9'2 XT Plow w/ deflectors	\$0.00	\$0.00

Date	Estimate #
9/24/2025	16348

4343 S. 19th St. Council Bluffs, IA 51501-3305

Quantity	Item Code	Description	Price Each	Amount
1	HT10010-02	<p>Dimensions: 9' x 96" OD</p> <p>Understructure: 8" Formed Trapezoidal Structure, Trapezoidal Steel Underbody</p> <p>Flooring: 7ga Steel Floor</p> <p>Hoist Frame: Champion, Factory Supplied Hoist Frame, CS615T-09 EMDA, Hoist Frame Installed</p> <p>Tailgate: 25" Single Handle Tailgate, 10ga Steel Outer, 10ga Steel Inner, Clean Design, 5/16" Steel Chain</p> <p>Tailgate Release: Manual Tailgate Release with Dual Control Rods</p> <p>Bulkhead: 19" Height, 10ga Steel</p> <p>Sides: 19" Single-Handle Drop-Sides, 10ga Steel Exterior, 10ga Steel Interior, Clean Design</p> <p>Board Pockets: 6" Front Pockets, 6" Rear Pockets</p> <p>Front Posts: 19" Standard Front Posts, 10ga Steel Exterior, 10ga Steel Interior</p> <p>Rear Posts: 25" Standard Rear Posts, 10ga Steel Exterior, 10ga Steel Interior, (1) 3/4" Outside Circle in each Post, (1) Rear Oval in each Post, (1) 3/8" Banjo Chain Catch per Rear Post</p> <p>Light Apron: Straightback Apron, (3) 3/4" Circle Cutouts</p> <p>Cab Shield: 18" OH Multi-Height Cab Shield, Slotted Window,</p> <p>Undercoat: Rubberized Undercoat</p> <p>Light Kit: (5) 3/4" Red LED Marker Lights</p> <p>Wiring & Installation: Rubber Harness (5) - 3/4", (2) - STT, (2) - BU, Factory Installed</p> <p>Finish: Gloss Black Polyurethane Finish</p>	\$10427.92	\$10,427.92
1	HT21973-03	CS615T-09 EMDA	\$4002.59	\$4,002.59
1	Quick Mount	Hoist to body	\$214.29	\$214.29
1	1809061A	PLATE,HITCH,FORD, 2-1/2 RECEIVER	\$1024.13	\$1,024.13
1	Misc.	Mud Flap Set	\$150.00	\$150.00
1	Misc.	Shop Materials and Assembly	\$150.00	\$150.00
1	MSC10192B	BLADE CRATE (SNOWPLOW),9-2,STL V-XT,09+	\$2280.00	\$2,280.00
1	MSC15005C	Plow Box, RT3-V, SH2 7-6/8-2/9-2, DXT, SL3	\$5145.00	\$5,145.00
1	LTA10200	UC/RT3, Ford F250/350/450/550, 17+	\$667.50	\$667.50
1	MSC09601	CONTROL,HANDHELD,SMARTTOUCH2,V-BLADE	\$277.50	\$277.50



Estimate

Date	Estimate #
9/24/2025	16348

4343 S. 19th St. Council Bluffs, IA 51501-3305

Quantity	Item Code	Description	Price Each	Amount
1	MSC25012	KIT-WIRING,RT3 SH2,12V,FORD F250-600,23+	\$315.00	\$315.00
1	MSC01565	SNOW DEFLECTOR	\$277.50	\$277.50
1	Misc.	Shop Assembly and Installation for Plow	\$1080.00	\$1,080.00
Phone# 712-328-1310 Fax# 712-328-1320 Website: www.protechcb.com			Subtotal	\$26,011.43
ProTech remains the owner and has title to these goods until payment has been made in full.			Sales Tax (0.00%)	\$0.00
ProTech assumes no responsibility for any injuries or accidents resulting from the use of these products.			Total	\$26,011.43
A finance charge of 1.50% equal to 18% of annual rate, will be charged monthly on any unpaid balance.				



KTP-002286

IA

9-NORMAL, NB, 102286, SA221

9340

ULC | CERT | CERT | CERT | TRD | RAMP | BUMP | CAMP | BOOK | EXFL | ROTA

027833
817/1594



1FTBF2BA0

SEC31690

NB

GEPL



ford.com

VEHICLE DESCRIPTION

SUPER DUTY

2025 F250 SRW 4X4 REG CAB
XL 142" WB STYLESIDE
6.8L DEVCT NA PFI V8 ENGINE
10-SPEED AUTO TORQSHIFT-G

SE C31690

EXTERIOR
OXFORD WHITE
INTERIOR
MEDIUM DARK SLATE CLOTH

STANDARD EQUIPMENT INCLUDED AT NO EXTRA CHARGE

EXTERIOR

- DOOR HANDLES - BLACK
- HEADLAMPS - AUTOLAMP (ON/OFF)
- TOW HOOKS
- TRAILER SWAY CONTROL
- TRAILER TOW MIRRORS
- WIPERS- INTERMITTENT

INTERIOR

- 4.2" PRODUCTIVITY SCREEN
- AIR COND, MANUAL FRONT
- CLOTH SUN VISORS
- DRIVER SEAT-MANUAL LUMBAR
- OUTSIDE TEMP DISPLAY
- PARTICULATE AIR FILTER
- POWER LOCKS AND WINDOWS
- STEERING:TILT/TELESCOPE, CRUISE & AUDIO CONTROLS

FUNCTIONAL

- 4-WHEEL ANTILOCK BRAKE SYS
- FORDPASS™ CONNECT 5GWI-FI HOTSPOT TELEMATICS MODEM
- HILL START ASSIST
- MANUAL LOCKING HUBS
- MONO BEAM COIL SPRING FRT SUSPENSION W/STAB BAR
- REAR VIEW CAMERA
- REMOTE KEYLESS ENTRY
- SYNC®4 W/8" SCREEN

SAFETY/SECURITY

- ADVANCETRAC™ WITH RSC®
- AIRBAGS - SAFETY CANOPY®
- BELT-MINDER CHIME
- DRIVER/PASSENGER AIR BAGS
- SECURE PKG 1 YR INCLUDED
- SECURILOCK® ANTI-THEFT SYS
- SOS POST-CRASH ALERT SYSTM™

WARRANTY

- 3YR/36,000 BUMPER / BUMPER
- 5YR/60,000 POWERTRAIN
- 5YR/60,000 ROADSIDE ASSIST
- 5YR/100,000 DIESEL ENGINE

INCLUDED ON THIS VEHICLE

OPTIONAL EQUIPMENT/OTHER

- PREFERRED EQUIPMENT PKG.600A
- 10-SPEED AUTO TORQSHIFT-G
- FRONT LICENSE PLATE BRACKET
- XL OFF-ROAD PACKAGE
- .33" OFF ROAD LT285/70R17 AT
- .373 ELECTRONIC-LOCKING AXLE
- .SKID PLATES
- PLATFORM RUNNING BOARDS
- 10000# GVWR PACKAGE
- 50 STATE EMISSIONS
- SNOWPLOW PREP/CAMPER PACKAGE
- SPARE TIRE AND WHEEL
- TRAILER BRAKE CONTROLLER
- JACK
- UPFITTER SWITCHES
- 250 AMP ALTERNATOR
- CLOTH 40/20/40 SEAT
- XL CHROME PACKAGE
- .FOG LAMPS

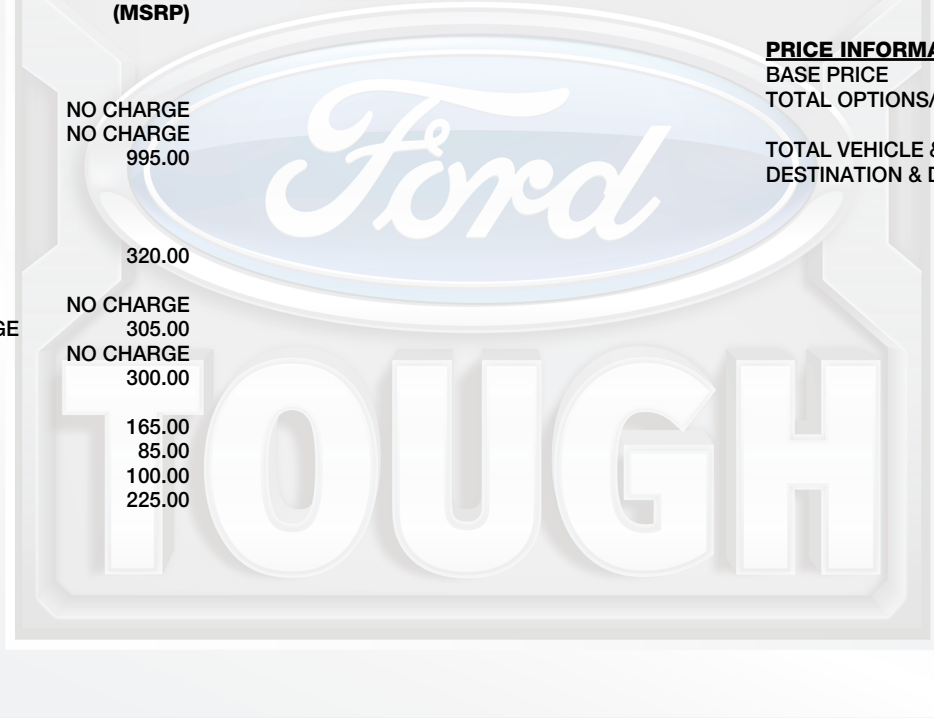
(MSRP)

NO CHARGE
NO CHARGE
995.00
320.00
NO CHARGE
305.00
NO CHARGE
300.00
165.00
85.00
100.00
225.00

PRICE INFORMATION

BASE PRICE	\$48,090.00
TOTAL OPTIONS/OTHER	2,495.00
TOTAL VEHICLE & OPTIONS/OTHER	50,585.00
DESTINATION & DELIVERY	1,995.00

(MSRP)



California Air Resources Board

Gasoline Vehicle

Environmental Performance

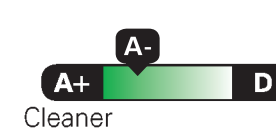
These ratings are not directly comparable to the U.S. EPA/DOT light-duty vehicle label ratings. For information on how to compare, please see www.arb.ca.gov/ep_label.

Protect the environment. Choose vehicles with **higher ratings**:

Greenhouse Gas Rating (tailpipe only)



Smog Rating (tailpipe only)



Vehicle emissions are a primary contributor to climate change and smog. Ratings are determined by the California Air Resources Board based on this vehicle's measured emissions.



GOVERNMENT 5-STAR SAFETY RATINGS

Overall Vehicle Score Not Rated

Based on the combined ratings of frontal, side and rollover. Should ONLY be compared to other vehicles of similar size and weight.

Frontal Crash	Driver Passenger	Not Rated
		Not Rated

Based on the risk of injury in a frontal impact. Should ONLY be compared to other vehicles of similar size and weight.

Side Crash	Front seat Rear seat	Not Rated
		Not Rated

Based on the risk of injury in a side impact.

Rollover Not Rated

Based on the risk of rollover in a single-vehicle crash.

Star ratings range from 1 to 5 stars (★★★★★), with 5 being the highest.

Source: National Highway Traffic Safety Administration (NHTSA).

www.safercar.gov or 1-888-327-4236



The FordPass™ Connect modem is active and sending vehicle data (e.g., diagnostics) to Ford.** See in-vehicle settings for connectivity options.

*Based on 1977–2023 CY total sales.
**FordPass Connect (optional on select vehicles), the FordPass App and complimentary Connected Service are required for remote features (see FordPass Terms for details). Connected service and features depend on compatible AT&T network availability. Evolving technology/cellular networks/vehicle capability may limit functionality and prevent operation of connected features. Connected service excludes WI-FI hotspot.



Insist on Ford Protect! The only extended service plan fully backed by Ford and honored at every Ford dealership in the U.S., Canada and Mexico. See your Ford dealer or visit www.FordOwner.com.

	RAMP ONE		TOTAL MSRP \$52,580.00
	RA37	RAIL	
	RAMP TWO	ITEM #: 53-4501 O/T 2	<p>Whether you decide to lease or finance your vehicle, you'll find the choices that are right for you. See your dealer for details or visit www.ford.com/finance.</p>
	This label is affixed pursuant to the Federal Automobile Information Disclosure Act. Gasoline, License, and Title Fees, State and Local taxes are not included. Dealer installed options or accessories are not included unless listed above.		
			SA221 N RB 2X 520 002286 01 22 25

1FTBF2BA0SEC31690



WARNING: Operating, servicing and maintaining a passenger vehicle, pickup truck, van, or off-road vehicle can expose you to chemicals including engine exhaust, carbon monoxide, phthalates, and lead, which are known to the State of California to cause cancer and birth defects or other reproductive harm. To minimize exposure, avoid breathing exhaust, do not idle the engine except as necessary, service your vehicle in a well-ventilated area and wear gloves or wash your hands frequently when servicing your vehicle. For more information go to www.P65Warnings.ca.gov/passenger-vehicle.

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Msg & Data rates may apply. Text HELP for help



www.ford.com/help/privacy-terms/

Total Truck and Machine

414 S 5th Street
 Blair, NE 68008
 info@totaltruckandmachine.co
 m
 531-209-3009



Estimate **7926**

Date: **11/12/2025**

Description: **INSTALL
 DURACCLASS 11'6"
 YARDBIRD DUMP
 BODY & BOSS
 STAINLESS
 STEEL PLOW**

Bill To
 MCMULLEN FORD

P: 712-366-0531

Remit Payment To
 Total Truck and Machine
 414 S 5th Street
 Blair, NE 68008

Service Order	Purchase Order	Service Writer	Authorizer	
7926		Abbott, Kevin		
Item	Description	Quantity	Rate	Amount
Labor	INSTALL DURACCLASS 11'6" YARDBIRD DUMP BODY ELC/HYD 14" DROP DOWN SIDES 20" TAILGATE			\$1,620.00
Parts	DURACCLASS 11'6" YARDBIRD DUMP BODY ELC/HYD 14" DROP DOWN SIDES 20" TAILGATE	1	\$13,847.60	\$13,847.60
Parts	DESTINATION FEE	1	\$750.00	\$750.00
			Subtotal	\$16,217.60
Labor	INSTALL MANUAL TARP			\$270.00
Parts	MANUAL TARP WITH SPRING ASSIST	1	\$535.84	\$535.84
			Subtotal	\$805.84
Labor	INSTALL UNDERBODY TOOL BOXES 18X18X30 BLACK			\$270.00
Parts	UNDERBODY TOOL BOXES 18X18X30 BLACK	2	\$593.09	\$1,186.18

Item	Description	Quantity	Rate	Amount
			Subtotal	\$1,456.18
Labor	INSTALL OEM CAMERA IF AVAILABLE			\$135.00
			Subtotal	\$135.00
Labor	INSTALL HITCH PLATE & TRAILER PLUG			\$202.50
Parts	HITCH PLATE 2 1/2" RECEIVER	1	\$506.94	\$506.94
Parts	HOPPY 7 WAY CONNECTOR	1	\$58.50	\$58.50
			Subtotal	\$767.94
Labor	INSTALL DRW TTM MUDFLAPS			\$135.00
Parts	TTM DRW MUDFLAPS	2	\$42.25	\$84.50
			Subtotal	\$219.50
Labor	INSTALL BOSS 9'2" DXT STAINLESS STEEL PLOW WITH IN CAB CONTROLLER			\$1,350.00
Parts	BOSS 9'2" DXT STAINLESS STEEL PLOW	1	\$15,580.00	\$15,580.00
			Subtotal	\$16,930.00
Labor	INSTALL (4) ECCO AMBER STROBES FRONT & REAR			\$1,080.00
Parts	ECCO AMBER STROBES	4	\$97.11	\$388.44
			Subtotal	\$1,468.44
Labor	INSTALL ECCO LED AMBER BEACON - CENTER OF DUMP BODY CAB SHEILD			\$270.00
Parts	ECCO LED AMBER BEACON	1	\$115.65	\$115.65
			Subtotal	\$385.65

Item	Description	Quantity	Rate	Amount
Labor	INSTALL ECCO BACK UP ALARM			\$270.00
Parts	ECCO BACK UP ALARM 82-1025DB	1	\$55.98	\$55.98
			Subtotal	\$325.98
Shop Supplies				\$140.06

Unit: VIN: MCM1	Labor	\$5,602.50
Chassis: 0 Miles	Parts	\$33,109.63
	Subtotal	\$38,852.19
	Exempt (0% of \$33,249.69)	\$0.00
	Total	\$38,852.19

*: Core charges not included in total. You will be charged for any core that is not in returnable condition. This charge may be applied on a separate invoice.

Terms of Sale

- **Resale Tax:** Applicable resale tax will be added to the total invoice price in accordance with state and local regulations.
- **Down Payment:** A non-refundable down payment of 25% of the total cost of materials is required prior to the commencement of any order or work.
- **Restocking Fee:** A 25% restocking fee will be applied to any canceled order or returned product, provided that the materials are in new, unused and resalable condition. Returns must be made within 30 days of purchase.
- **Remaining Balance:** The remaining balance for materials and services must be paid in full upon picking up the vehicle or materials. No vehicle or materials will be released until payment is made in full.

Vehicle Damage Disclaimer

Customer acknowledges and agrees that **Total Truck and Machine** is not responsible for any loss of or damage to the vehicle caused by weather events, natural disasters, or other Acts of God, including but not limited to hail, wind, flooding or falling debris.

Total Truck and Machine will only be liable for loss or damage to the vehicle that is the direct result of the negligence or willful misconduct of its employees or authorized agents.

By proceeding with the purchase and services, the Customer agrees to the terms outlined above.

Customer Signature: _____

Printed Name: _____ **Date:** _____



Ralston
PUBLIC SCHOOLS

Superintendent Evaluation System

Board of Education Policy: 4057
AdvancED Standard: Leadership Capacity



4057

Superintendent Evaluation

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

Purpose. The purposes of the formal job evaluation are:

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

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

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

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

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



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

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

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

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

Superintendent Evaluation Process

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

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



Superintendent Evaluation Definitions:

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

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

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

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

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

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

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

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

Effective Practices

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



1. **Shared Vision and Strategic Direction**

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

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

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

3. **Collaboration with Families and Community**

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

4. **Continuous Improvement and Accountability**

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

5. **Teaching and Learning**

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

6. **Personnel Leadership**

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

7. **Systems Leadership and Management**

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

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

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

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

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



Effective Practices, Indicators, and Evidence Rubric

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction

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

Indicators and Evidence

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

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

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

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

Indicators and Evidence

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



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

EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

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

Indicators and Evidence

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

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

EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability

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

Indicators and Evidence

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

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

EFFECTIVE PRACTICE: (5) Teaching and Learning

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

Indicators and Evidence

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

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

EFFECTIVE PRACTICE: (6) Personnel Leadership

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

Indicators and Evidence

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

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



EFFECTIVE PRACTICE: (7) Systems Leadership and Management

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

Indicators and Evidence

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

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



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

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

Indicators and Evidence

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

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



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

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

Indicators and Evidence

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

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



Superintendent Evaluation

Superintendent:

Date:

Evaluator:

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



EFFECTIVE PRACTICE: (5) Teaching and Learning

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

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

EFFECTIVE PRACTICE: (6) Personnel Leadership

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

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

EFFECTIVE PRACTICE: (7) Systems Leadership and Management

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

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

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

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

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

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

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

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

SUMMARY OF EVALUATION

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

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

Superintendent Signature: _____

Date: _____

Board President Signature: _____

Date: _____



Superintendent Evaluation Effective Practice Rubric

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction

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

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



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

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

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



EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

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

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



EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability

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

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



EFFECTIVE PRACTICE: (5) Teaching and Learning

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

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



EFFECTIVE PRACTICE: (6) Personnel Leadership

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

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



EFFECTIVE PRACTICE: (7) Systems Leadership and Management

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

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



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

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

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



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

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

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





NASB STANDARD SUPERINTENDENT EVALUATION HANDBOOK

THE NASB MISSION STATEMENT

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



NASB BOARD LEADERSHIP TEAM MISSION

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

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NASB SUPERINTENDENT EVALUATION SYSTEM

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

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

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

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

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

SUPERINTENDENT EVALUATION OUTLINE

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

Designing an effective board process:

The board president will:

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

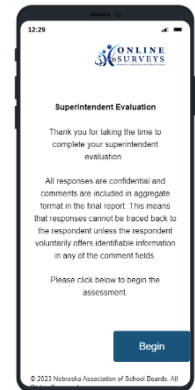
Superintendent evaluation must be filed with NDE and certified before it is utilized by the board according to 007.06 Certificated-Employee Evaluation and the full contents of the section of Rule 10.

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

NASB SUPERINTENDENT ONLINE EVALUATION SYSTEM

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

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



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

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

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

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

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

SUPERINTENDENT PAY TRANSPARENCY ACT

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

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

Superintendent Pay Transparency Act Statutory Requirements

Step 1. (CURRENT Superintendent)

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

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

Step 2. (NEW HIRE of the Superintendent)

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

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

Step 3. (RESPONSIBILITIES Following Board Action)

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

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



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

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

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

NASB STANDARD SUPERINTENDENT EVALUATION INSTRUMENT

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

Standard I: Mission, Vision, & Goals

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

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

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

Standard II: Policy

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

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

The Superintendent . . .

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

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

Standard III: Budget Planning & Management

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

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

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

Standard IV: Educational Leadership

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

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

The Superintendent . . .

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

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

Standard V: Organizational & Cultural Leadership

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

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

The Superintendent . . .

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

Standard VI: Community Relations

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

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

The Superintendent . . .

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

Standard VII: Professional Leadership

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

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

The Superintendent . . .

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

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

Standard VIII: Board-Superintendent Relations

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

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

The Superintendent . . .

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

Standard IX: Strategic Planning

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

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

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

NASB STANDARD SUPERINTENDENT JOB DESCRIPTION

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

Overview of the Position of Superintendent

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

Performance Responsibilities:

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

Job Requirements:

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

Reports to:

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

Job Responsibilities:

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

Standard I: Mission, Vision, and Goals

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

Performance Indicators:

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

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

Standard II: Policy

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

Performance Indicators:

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

Standard III: Budget Planning and Management

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

Performance Indicators:

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

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

Standard IV: Educational Leadership

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

Performance Indicators:

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

Standard V: Organizational and Cultural Leadership

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

Performance Indicators:

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

Standard VI: Community Relations

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

Performance Indicators:

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

Standard VII: Professional Leadership

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

Performance Indicators:

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

Standard VIII: Board-Superintendent Relations

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

Performance Indicators:

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

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

Standard IX. Strategic Plan

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

Performance Indicators:

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

NASB STANDARD SUPERINTENDENT EVALUATION SAMPLE REPORT:



Nebraskaland Public Schools Superintendent Evaluation Spring 2023



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

Spring 2023

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

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

Spring 2023

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

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

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Standard I: Mission, Vision, & Goals

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

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

The Superintendent . . .

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

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

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

Values are as follows:

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

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Standard I: Mission, Vision, & Goals

Provide evidence to support your choices above.

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

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

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

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5

FOLLOWING THE SUPERINTENDENT EVALUATION, THE SUPERINTENDENT AND BOARD WILL:

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

Or,

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

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



Ralston Public Schools Superintendent Self-Evaluation

Fall 2025

with Fall 2024 Comparisons

Superintendent Jason Buckingham



Effective Practices Overview

(listed highest to lowest)

Fall 2025

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

Fall 2024

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

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

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

(1) Shared Vision and Strategic Direction

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

Indicators and Evidence

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

Unsatisfactory
administrators, board members, and the community.

-Shared vision and strategic direction are not documented

-Constituents and stakeholders have no or limited engagement in the vision/direction

-No evidence of routine feedback or review

Basic

-Vision or direction is documented

-Some evidence of constituent engagement

-Some evidence of feedback and review

Proficient

-Vision and direction are documented and used to guide the district

-Evidence of engagement with constituents in development and implementation of strategic direction

-Evidence of progress, feedback, and review

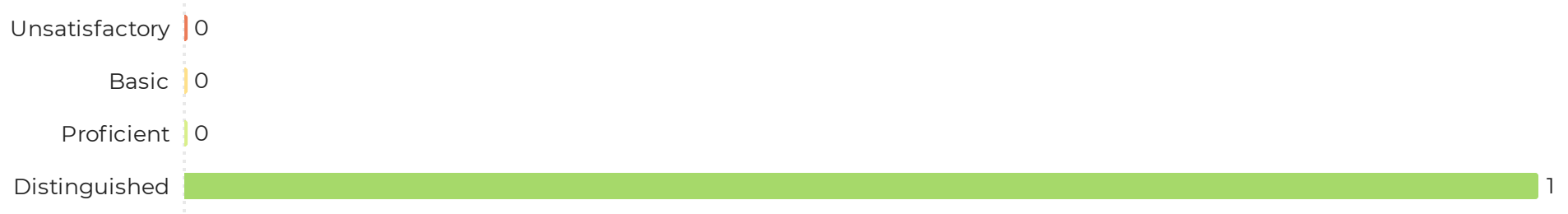
Distinguished

-Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district

-Evidence of engagement with constituents in development and implementation of strategic direction

-Evidence of progress, feedback, and review including input from board, administrators, teachers, students, and parents

(1) Shared Vision and Strategic Direction



Effective Practice	Average
Shared Vision and Strategic Direction	4.00

Fall 2024 Response:
1.4.0

Narrative:

This has been an area of strength for me. We have consistently gathered information from our students, staff, BOE and community to establish our Strategic Plan, to monitor our growth and to assess our progress. Timely and consistent updates on the status of our Strategic Plan are an expectation as we continue to be transparent in our progress.

Evidence includes:

- Surveys
- Strategic Plan
- BOE Retreats
- Subcommittee Meetings
- CIP transition to Frameworks
- Attendance Progress

(2) Board, Policy, and the Education System

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

Distinguished

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

(2) Board, Policy, and the Education System



Effective Practice	Average
Board, Policy, and the Education System	4.00

Fall 2024 Response:
2.4.0

Narrative:

We consistently review and discuss our current Board Policies and their impact on our operations at RPS. I am hopeful we have created an environment of shared leadership and transparency with our Board of Education. Additionally, we continue to be among the leaders of the educational coalition at the local and state level. We are actively engaged in meeting with many different policy makers, and will continue to ensure Ralston's influence and voice is present. It is evident our energies in the area of lobbying and policy making have had positive impacts on our district and the educational community as a whole in our state.

Evidence includes:

- BOE Agendas
- Legislative Updates
- Co-Chair of the GNSA Legislative Committee
- Greater Nebraska Schools member
- Commissioner's Superintendent Advisory Council member
- BOE Annual Calendar

(3) Collaboration with Families and Community

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

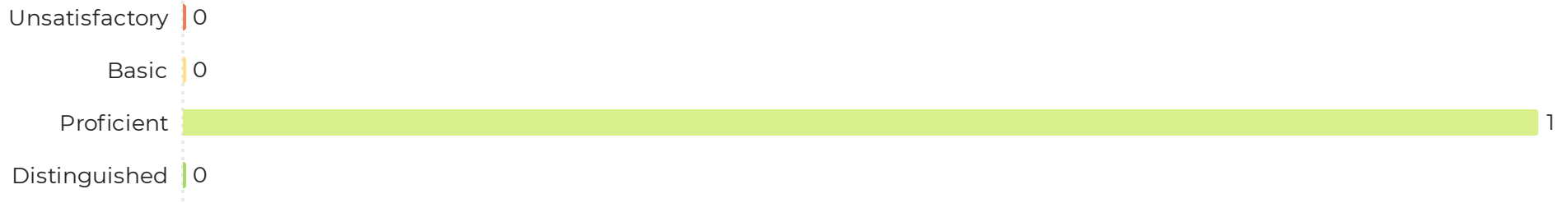
Proficient

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

Distinguished

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

(3) Collaboration with Families and Community



Effective Practice	Average
Collaboration with Families and Community	3.00

Fall 2024 Response:
3.3.0

Narrative:

We have made good progress in this area, but still have much room for improvement in engaging our community. I have made a commitment to attend many different types of activities/athletics, and my presence at these events shows my commitment and my accessibility to our parents and our community. I can continue to grow my involvement at the community level, and may expand my role in different civic organizations once we finish our construction projects in their entirety.

Evidence includes:

Attendance at Open Houses, 4th of July Parade, Special Community Events, RHS Car Shows, Concerts, Fundraisers, Sporting Events, Alumni of the Year Banquet, Commissioner Advisory Committee, Senator meetings, Bingo Nights, Title Parent Engagement Nights etc.

Wiebe Foundation Board Member
Bridge Board Member

(4) Continuous Improvement and Accountability

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

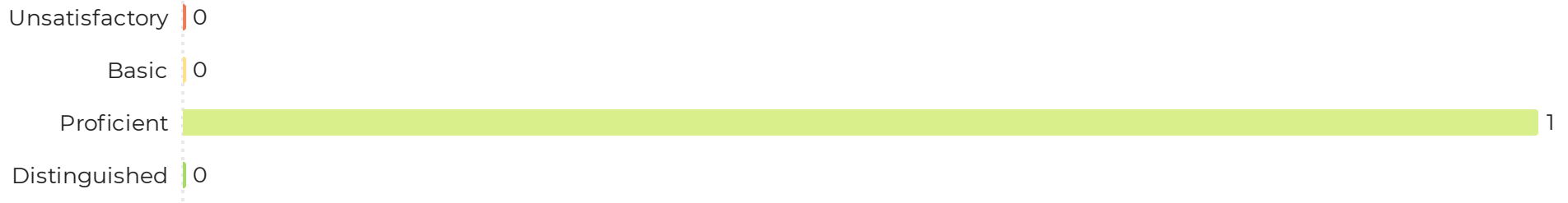
Proficient

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

Distinguished

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

(4) Continuous Improvement and Accountability



Effective Practice	Average
Continuous Improvement and Accountability	3.00

Fall 2024 Response:
4.3.0

Narrative:

We have laid the groundwork for a systemic approach to improving in the Continuous Improvement and Accountability standard. The change in curriculum, the change to Frameworks, and our unwavering alignment of our teaching and learning to state standards has and will continue to allow our student achievement to improve. We now have all schools at least at "Good" status on our latest NSCAS rating, and we have two schools at "Great" status and one designated as "Excellent." We are continuing to raise our expectations district-wide, and I believe the results will continue to trend in a positive manner as we work closer to our goal.

Evidence includes:

- Change to Frameworks for CIP structure

- Language Arts and Math curriculum adoption

- MTSS model

- NSCAS scores are showing improvement, with some schools dropping their ATSI and CSI designations for underperforming subgroups.

(5) Teaching and Learning

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

Distinguished

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

(5) Teaching and Learning



Effective Practice	Average
Teaching and Learning	2.00

Fall 2024 Response:
5.2.0

Narrative:

I have and will continue to self-evaluate at "Basic" until we are near or at our goal overall. We have a very good team in place and the structures we have created are having a positive effect on improving our approach to Teaching and Learning. We have made gains, but have not fully arrived at our goal of meeting state average. We have grade bands and subject areas at state average, but we want to get the entirety of our district to approach state average at all grade levels and in all subjects.

Evidence includes:

- Tool boxes for Language Arts, Math, Data and Technology
- Dashboard in development
- MTSS Model implementation
- District Steering Committee
- Math curriculum adoption
- Technology implementation

(6) Personnel Leadership

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

Indicators and Evidence

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

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

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

2. Implements human resources systems and processes that address:

- recruitment, hiring and induction;

- evaluation and retention; and

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

- Evidence: Communication processes inform board members and community regarding recruitment and employment opportunities within the school district.

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

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

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

Unsatisfactory

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

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

- Little or no evidence of modeling lifelong learning

Basic

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

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

- Some evidence of participation in lifelong learning activities

Proficient

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

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

- Evidence of ongoing modeling of lifelong learning

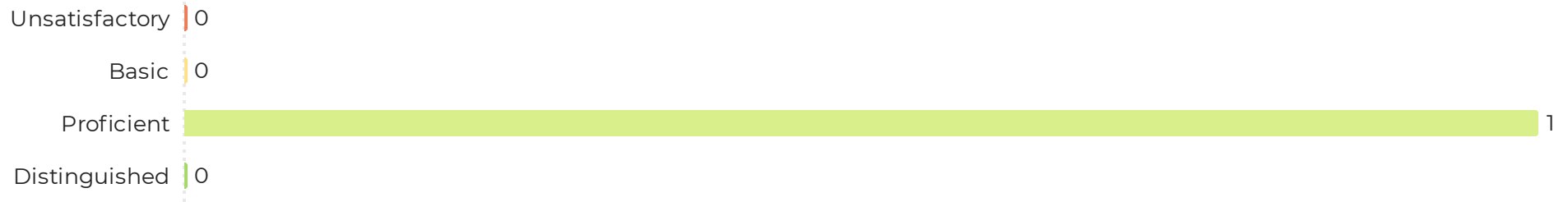
Distinguished

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

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

- Models lifelong learning by engaging and applying ongoing professional development

(6) Personnel Learning



Effective Practice	Average
Personnel Learning	3.00

Fall 2024 Response:
6.2.0

Narrative:

We have made progress in this area with subtle changes to our approach in recruiting and retaining staff at RPS. My ability to serve as the interim HR Director for 5 months helped increase my understanding, and helped to jumpstart the changes necessary. We were able to decentralize the hiring and interview process and have empowered our principals to take on a much larger role in the interviewing and hiring of their staff. To date, this change has allowed us to move more quickly, and to hire candidates who best meet the needs of the individual schools.

Evidence includes:

- Filled every certified position except for on DHH teacher
- Two different times when we were at 100% fill rate for our classified staff
- Leadership Academy
- Led professional development for new hires
- Increased professional development opportunities
- Emphasized recruitment of dual language employees in the hiring process

(7) Systems Leadership and Management

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

Indicators and Evidence

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

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

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

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

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

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

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

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

Unsatisfactory

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

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

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

Basic

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

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

-Manages operational issues with little or no conflict

Proficient

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

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

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

Distinguished

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

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

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

(7) Systems Leadership and Management



Effective Practice	Average
Systems Leadership and Management	4.00

Fall 2024 Response:
7.4.0

Narrative:

This is an areas of strength for me.

Evidence includes:

Bond Plan, Phase II

Negotiations

Building and Grounds

Facility management plan

Roofing projects

Budget/Grant fund management

Tech/vehicle replacement schedules

Curriculum replacement schedule

Change in Cabinet level structure to allow for increase efficiencies.

(8) Equity, Climate, and Culture

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

Indicators and Evidence

1. Creates a school system in which shared vision on equity and equitable practices are the norm.

○ Evidence: District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.

2. Develops processes and programs that support the academic, physical, social, and emotional growth of all students.

○ Evidence: District policies, procedures, practices and programs clearly support the academic, physical, social, and emotional growth of all students.

3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff and all students.

○ Evidence: The superintendent uses oral and written communication strategies, and problem-solving strategies with the board, staff, students, parents, and the community that convey a positive and responsive culture of high expectations.

Unsatisfactory

-Little of no evidence of a shared vision on equity or equitable practices

-Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust

-Little or no evidence of a responsive culture of high expectations

Basic

-Some evidence of shared vision on equity and equitable practices

-Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust

-Some evidence of a responsive culture of high expectations

Proficient

-Shared vision on equity and equitable practices is evident through professional learning

-Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures

-Communication processes promote a culture of high expectations for self, staff, and all students

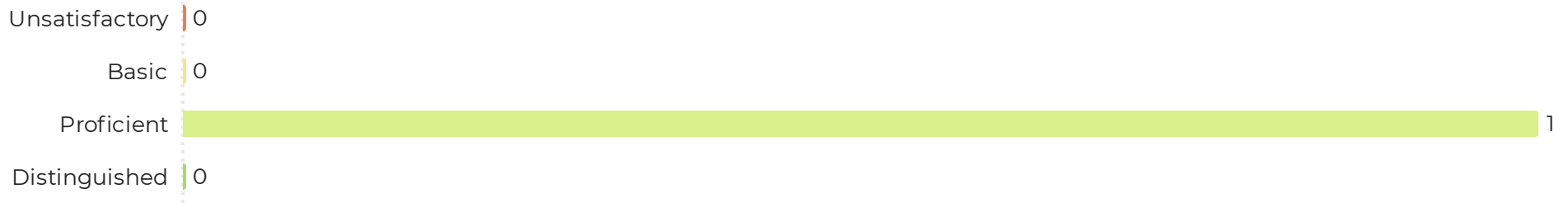
Distinguished

-Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey

-Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey

-Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students

(8) Equity, Climate, and Culture



Effective Practice	Average
Equity, Climate, and Culture	3.00

Fall 2024 Response:
8.3.0

Narrative:

This is an area in need of continual improvement in our district. As we continue to evolve and change, we must be aware of the diversity of our students and community in our approach. We are making efforts to ensure our District values and properly serves each student and family to the best of our ability.

Evidence includes:

- Fund distribution comparison
- Climate surveys
- Multiple additions to the LEP staff
- Arbor Family Counseling
- One World Van
- Strategic Plan

(9) Leadership, Conduct, and Professional Growth

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

Indicators and Evidence

1. Leads with dignity and respect.

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

2. Ensures implementation of policy and practice is consistent.

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

3. Models and articulates ethical behavior.

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

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

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

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

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

Unsatisfactory

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

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

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

-Does not participate in professional development or leadership activities

Basic

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

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

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

-Participates in some professional development

Proficient

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

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

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

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

Distinguished

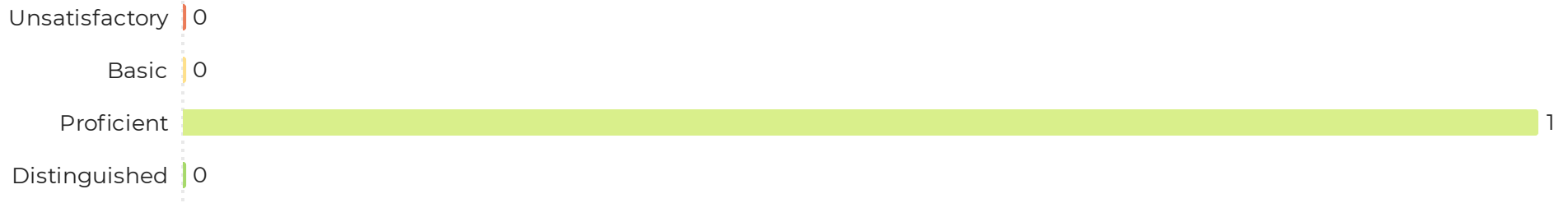
-Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members

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

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

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

(9) Leadership, Conduct, and Professional Growth



Effective Practice	Average
Leadership, Conduct, and Professional Growth	3.00

Fall 2024 Response:
9.3.0

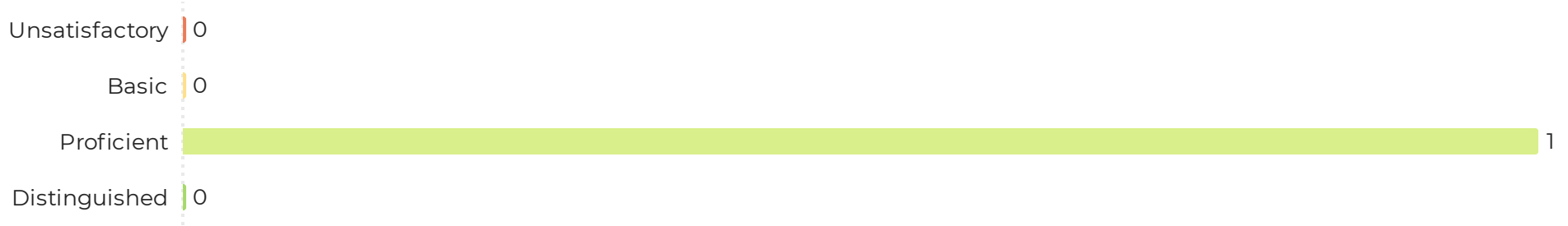
Narrative:

I feel the position of the superintendency should be filled by someone with a very high level of integrity, and I strive to comport myself in a way that honors this position. I strive for my interactions to be viewed at a minimum as professional. In this position, I often have to make decisions some are not happy with, however I want each person that I interact with to feel like they were respected and treated with dignity.

Evidence includes:

- GNSA co-chair
- ESU 3, Region 2 Supt. group
- Greater Nebraska Schools member
- MOEC Executive panel member
- NCSA presenter for aspiring/first year Superintendents
- Mentoring other Superintendents/Business Managers

Summary of Evaluation



Effective Practice	Average
Summary of Evaluation	3.00

Fall 2024 Response:
Summary. 3.0

Narrative:

I am honored to be the Superintendent at Ralston, and am humbled by the continuous support our BOE has for our district. I feel like I have been very fortunate to attract some very good people to work in our administration and in the classrooms at RPS, and I'm excited about what the next few years will bring. We have laid the foundation for some systemic change in our district, and the next few years should begin to show the fruits of that labor.

RALSTON PUBLIC SCHOOLS

SUPERINTENDENT EVALUATION EXECUTIVE SUMMARY

FALL 2025

EXECUTIVE SUMMARY

Both the Board and Superintendent agreed **Shared Vision and Strategic Direction** is a consistent strength of Superintendent Buckingham. This has remained the top standard over the past 2 years. Comments support that the continued work in this area is positively impacting the district indicating that “Jason is highly intentional about keeping both the board and his cabinet aligned with the strategic plan. He consistently updates the board on progress and welcomes suggestions for improving how that progress is communicated to Ralston residents”. **Teaching and Learning** was identified as an area of growth by both the Board and Superintendent Buckingham. This ranking is consistent with the previous evaluations, with **Teaching and Learning** receiving a score of 2.0 both years. The self-evaluation scores were also a 2.0 over the past 2 years. Specific areas of growth focus on continuing efforts to raise district averages while addressing district and community challenges. It was noted that “efforts are beginning to yield positive results, and meaningful improvements are well underway”, remaining focused on the goals established in this area is an area will remain important. The Board also identified **Equity, Climate, and Culture** as another opportunity for growth.

Superintendent and Board open-ended comments for each standard can be found in the Superintendent Self-Evaluation and Board Evaluation, respectively.

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

1. Teaching and Learning
2. Equity, Climate, and Culture
3. Continuous Improvement and Accountability

NASB PROPOSED SUPERINTENDENT GOAL

NASB has identified one superintendent goal for the district to consider based upon the standard **Teaching and Learning**. We recommend that the district utilizes the other identified areas of improvement from the evaluation to develop additional superintendent goals going forward.

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

- a. Through collaboration with administration and the board, ensure the ongoing implementation of a coherent system of curriculum, instruction and assessment aligns with the shared vision, is culturally responsive and embodies high expectations.
- b. Continue to communicate high expectations for student achievement that is accomplished by a data-driven approach that produces effective results



SUPERINTENDENT EVALUATION COMPARISON ANALYSIS

Scale: 1.00-4.00; 4.00=Highly Effective; 1.00=Needs Improvement

The nine standards of the Ralston Superintendent Evaluation describe the structures and dynamics of an effective Superintendent. These standards were aligned to the Professional Standards for Educational Leaders (PSEL). The PSEL standards emphasize foundational principles of leadership, reflecting the interdependent relationship between educational leadership and student learning.

STANDARD I: SHARED VISION AND STRATEGIC DIRECTION

PSEL STANDARD I: Mission, Vision, and Core Values

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

	Fall 2025	Fall 2024
Average Board Score	4.00 – Highest Standard	3.50
Average Self Score	4.00 – Tied Highest Standard	4.00 – Tied Highest Standard

STANDARD II: BOARD, POLICY, AND THE EDUCATION SYSTEM

PSEL STANDARD IX: Operations and Management

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

	Fall 2025	Fall 2024
Average Board Score	3.83	3.67
Average Self Score	4.00 – Tied Highest Standard	4.00 – Tied Highest Standard

STANDARD III: COLLABORATION WITH FAMILIES AND COMMUNITY

PSEL STANDARD VIII: Meaningful Engagement of Families and Community

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

	Fall 2025	Fall 2024
Average Board Score	3.17	3.17
Average Self Score	3.00	3.00



STANDARD IV: CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY

PSEL STANDARD IV: Curriculum, Instruction, and Assessment

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

	Fall 2025	Fall 2024
Average Board Score	3.17	2.83
Average Self Score	3.00	3.00

STANDARD V: TEACHING AND LEARNING

PSEL STANDARD IV: Curriculum, Instruction, and Assessment

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

	Fall 2025	Fall 2024
Average Board Score	2.67 – Lowest Standard	2.50 – Lowest Standard
Average Self Score	2.00 – Lowest Standard	2.00 – Tied Lowest Standard

STANDARD VI: PERSONNEL LEADERSHIP

PSEL STANDARD VI: Professional Capacity of School Personnel

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

	Fall 2025	Fall 2024
Average Board Score	3.33	2.83
Average Self Score	3.00	2.00 – Tied Lowest Standard

STANDARD VII: SYSTEMS LEADERSHIP AND MANAGEMENT

PSEL STANDARD IX: Operations and Management

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

	Fall 2025	Fall 2024
Average Board Score	3.83	4.00-Highest Standard
Average Self Score	4.00 – Tied Highest Standard	4.00 – Tied Highest Standard

STANDARD VIII: EQUITY, CLIMATE, CULTURE

PSEL STANDARD VII: Professional Community for Teachers and Staff

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

	Fall 2025	Fall 2024
Average Board Score	3.17	2.83
Average Self Score	3.00	3.00

STANDARD IX: LEADERSHIP, CONDUCT, AND PROFESSIONAL GROWTH

PSEL STANDARD II: Ethics and Professional Norms

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

	Fall 2025	Fall 2024
Average Board Score	3.83	3.50
Average Self Score	3.00	3.00

IMPORTANT INSTRUCTIONS

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

At the conclusion of the evaluation discussion, the board must:

- Vote to accept the superintendent evaluation summary, in open session
- Return their individual copy of the evaluation and the executive summary to the Board President for appropriate and secure disposal.
- The Superintendent and Board President will sign, and date one copy and that official copy will be placed in the superintendent's personnel file. A copy of the board summary resides on a secure server at the Association and is always available to the board if needed.
- It is recommended that the board adopt a timeline and develop goals to address the improvement and growth of the superintendent's performance in the identified areas as set forth in the evaluation summary.

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



Ralston Public Schools Superintendent Evaluation Fall 2025

with Fall 2024 Comparisons



Superintendent

Jason Buckingham

Board of Education

Robin Richards, President

Carrie Hough

Katie Krause

Elizabeth Kumru

Mary Roarty

Samantha Willey

Effective Practices Overview

(listed highest to lowest)

Fall 2025

- 4.00 - (1) Shared Vision and Strategic Direction
- 3.83 - (2) Board, Policy, and the Education System
- 3.83 - (7) Systems Leadership and Management
- 3.83 - (9) Leadership, Conduct, and Professional Growth
- 3.33 - (6) Personnel Leadership
- 3.17 - (3) Collaboration with Families and Community
- 3.17 - (4) Continuous Improvement and Accountability
- 3.17 - (8) Equity, Climate, and Culture
- 2.67 - (5) Teaching and Learning

Fall 2024

- 4.00 - (7) Systems Leadership and Management
- 3.67 - (2) Board, Policy, and the Education System
- 3.50 - (1) Shared Vision and Strategic Direction
- 3.50 - (9) Leadership, Conduct, and Professional Growth
- 3.17 - (3) Collaboration with Families and Community
- 2.83 - (4) Continuous Improvement and Accountability
- 2.83 - (6) Personnel Leadership
- 2.83 - (8) Equity, Climate, and Culture
- 2.50 - (5) Teaching and Learning

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

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

(1) Shared Vision and Strategic Direction

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

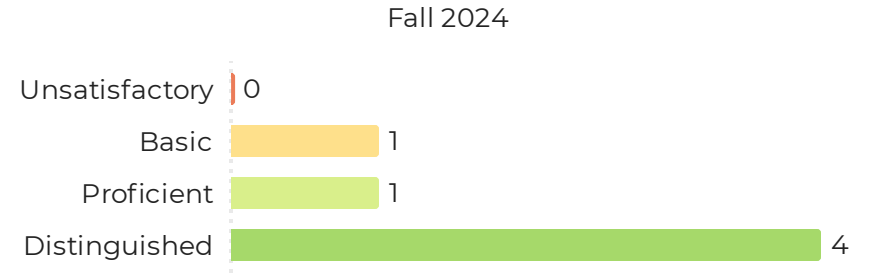
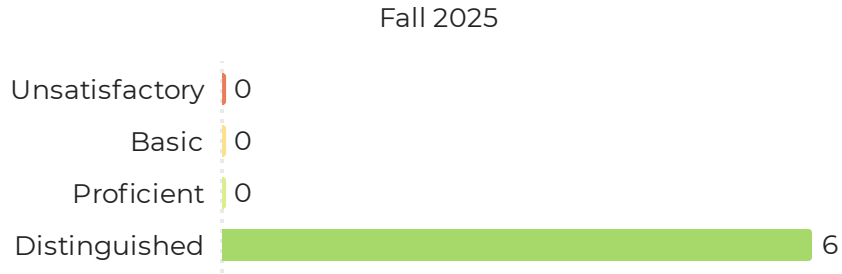
Distinguished

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

(1) Shared Vision and Strategic Direction

Effective Practice	Fall 2025 Average
Shared Vision and Strategic Direction	4.00

Effective Practice	Fall 2024 Average
Shared Vision and Strategic Direction	3.50



Fall 2025 Narrative:

Superintendent Buckingham and his cabinet gathered information from our students, staff, and community before working with the BOE to establish our Strategic Plan. He has provided consistent updates to assess the progress on the CIP transition to Frameworks, Student Attendance reporting, and NSCAS testing results. The last BOE Retreat was much more collaborative. The Subcommittee structure functions well.

Ralston Public Schools has continued to strengthen its shared vision and strategic direction by deeply embedding the five-year strategic plan into every aspect of district leadership and decision-making. The plan—developed through collaboration with the Board of Education, staff, students, and community stakeholders—serves as a living framework that drives improvement, accountability, and communication across all departments. Each goal area includes clear strategies, measurable outcomes, and progress checkpoints tied to student achievement, attendance, and equity. Superintendent Buckingham models transparency and shared leadership through consistent updates, Board retreats, and subcommittee meetings, ensuring that progress toward strategic goals remains visible and responsive to stakeholder feedback.

Throughout 2025, the district has maintained strong engagement with its community through surveys, focus groups, and public updates that reaffirm collective ownership of the district’s mission and vision. Communication through newsletters, website updates, and data dashboards keeps families, staff, and the public informed of ongoing progress. Annual reviews of the plan, informed by diverse input, ensure it reflects both current realities and future needs of the district. This intentional alignment of strategy, communication, and measurable outcomes has elevated Ralston Public Schools to a Distinguished level of practice—demonstrating a sustained, transparent, and community-driven commitment to high expectations for every student.

All of Mr. Buckingham's efforts point directly towards the shared vision and strategic plan, of the district. He does a great job of holding the district accountable and to a higher standard. Additionally, there has been on-going updates to the board on how the district is progressing, in this area.

Mr. Buckingham has done an excellent job of engaging stakeholders in the development and implementation of our district's shared vision and strategic direction. The opportunities for students and staff to present at board meetings effectively demonstrate the work being done across the district and help the board and community connect those efforts to the strategic plan. When appropriate, Mr. Buckingham and his team make clear connections between initiatives and the strategic goals, reinforcing a shared commitment to our vision.

I also appreciated the modifications made to the board retreat this fall. The revised format provided a more engaging and productive experience than the initial session last winter, which felt somewhat rushed. As we move forward, maintaining strong alignment with the strategic plan and continuing to provide meaningful opportunities for review and reflection will be important for sustaining progress toward our shared goals.

Jason is highly intentional about keeping both the board and his cabinet aligned with the strategic plan. He consistently updates the board on progress and welcomes suggestions for improving how that progress is communicated to Ralston residents. Subcommittee meetings are regular and productive, board retreats are engaging and educational, and cabinet reports at board meetings are thorough and well-prepared. As a result, the board now operates at a higher level than ever before.

The RPS Strategic Plan has served as a guideline for all decision making in the district. Keeping the strategic plan as a living document has allowed all stakeholders to keep their focus on district goals and check/adjust quickly as needed.

(2) Board, Policy, and the Education System

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

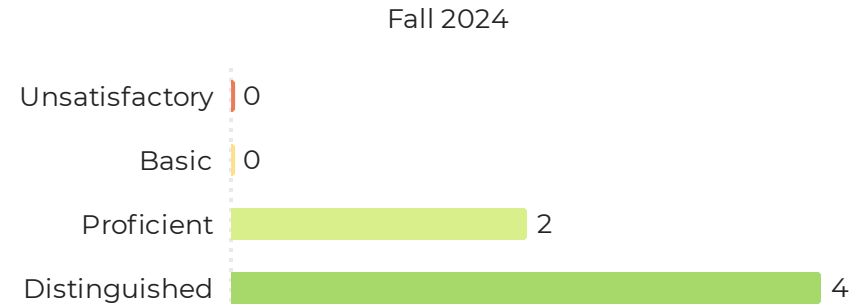
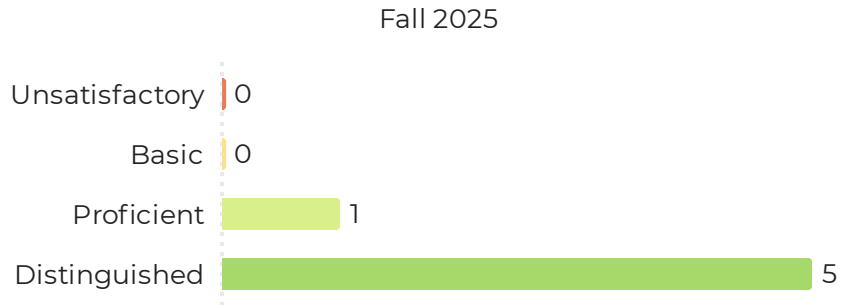
Distinguished

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

(2) Board, Policy, and the Education System

Effective Practice	Fall 2025 Average
Board, Policy, and the Education System	3.83

Effective Practice	Fall 2024 Average
Board, Policy, and the Education System	3.67



Fall 2025 Narrative:

This has been an area of strength for Jason previously, but I feel that this year has been exceptionally noteworthy as his input has been requested on many area and state level initiatives where he not only represents RPS in a great way, but also provides tremendous insight and knowledge.

Mr. Buckingham demonstrates strong and effective leadership in supporting the board’s governance and policy responsibilities. He keeps the board well-informed and engaged through clear communication, thoughtfully prepared agendas, and proactive updates on district priorities. His commitment to transparency is evident in the recent improvements to how board agendas are developed and how committee notes are shared, helping ensure that board members and the community have access to relevant information in a timely and understandable way.

Mr. Buckingham’s advocacy on behalf of our district are commendable. His active engagement in the unicameral process reflects a deep understanding of the broader educational landscape and the importance of policy in shaping opportunities for students. Additionally, his willingness to guide and support other administrators in advocacy efforts strengthens collective leadership within Nebraska’s education community. Through these efforts, Mr. Buckingham continues to position our district as a respected voice in statewide education discussions while maintaining a strong focus on local governance, transparency, and student-centered decision-making.

We continue to stay current with our policy reviews, and Jason plays a vital role in this process. He regularly consults with the district’s legal team to ensure that Ralston’s policies remain in full compliance with state and federal regulations.

Beyond his work on policy, Jason is an active participant in the GNSA, demonstrates a strong understanding of ongoing state legislation, and maintains regular communication with state senators and the governor regarding legislative developments. He emphasizes the importance of the board’s engagement in legislative matters and continuous learning. Jason is a respected and trusted voice among state legislators and within many educational organizations across Nebraska.

Mr. Buckingham does a great job in keeping the lines of communication open between him and the Board of Education. We have the opportunity to review policies throughout the year, and he is always open to suggestions as well as addressing any concerns that arise, from these conversations.

Ralston Public Schools continues to demonstrate excellence in the area of Board, Policy, and the Education System, with Superintendent Buckingham providing strong and consistent leadership in policy development, governance, and legislative engagement. Over the past year, the district has maintained its full policy review cycle, ensuring alignment with state and federal regulations through collaboration with the board's policy service and legal counsel. Policy updates are now a regular agenda item, and board members are routinely briefed on progress, implications, and upcoming revisions. Through clear communication, structured subcommittee work, and proactive scheduling, the board remains fully engaged in shaping the district's governance priorities and long-term direction.

Superintendent Buckingham continues to serve as an active advocate for Ralston at both the local and state levels, representing the district's interests through testimony, ongoing dialogue with legislators, and his leadership role as co-chair of the Greater Nebraska Superintendents Association. His ability to stay current on legislative and regulatory issues ensures that Ralston remains not only compliant but ahead of the curve in policy response. This year, his engagement with state policymakers and his emphasis on legislative awareness among board members and administrators have deepened the district's influence and credibility across Nebraska's education landscape. Ralston's board-superintendent relationship exemplifies a Distinguished level of practice—rooted in transparency, responsiveness, and a shared commitment to effective governance that advances student success.

Superintendent Buckingham proactively responds to the district's needs and engages the board appropriately. We consistently review and discuss our current Board Policies, recommended changes, and the impact on our students, staff, and district operations. Transparency has improved over the course of the year through the engagement with Gallup Strength Finders. Superintendent Buckingham and his cabinet are leaders of the educational coalition at the local and state level. They, along with the BOE Legislative committee, are actively engaged in meeting with many different policy makers and ensure Ralston's voice is present. Mr. Buckingham is a member of Greater Nebraska Schools, Co-Chair of the GNSA Legislative Committee, and sits on the Commissioner's Superintendent Advisory Council. He utilizes the NSBA yearly agenda guidelines and worked with the board to create a more transparent process for building the BOE Agendas.

(3) Collaboration with Families and Community

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

Distinguished

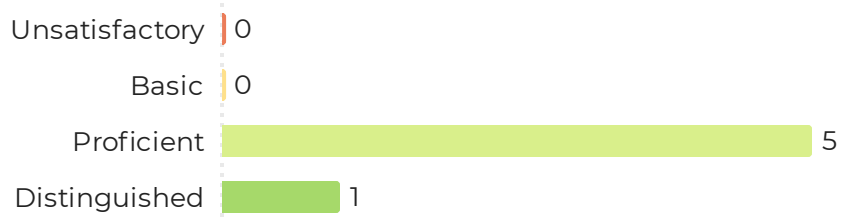
- Models collaboration and supports staff collaboration throughout the organization
- Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement
- Provides leadership and active participation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

(3) Collaboration with Families and Community

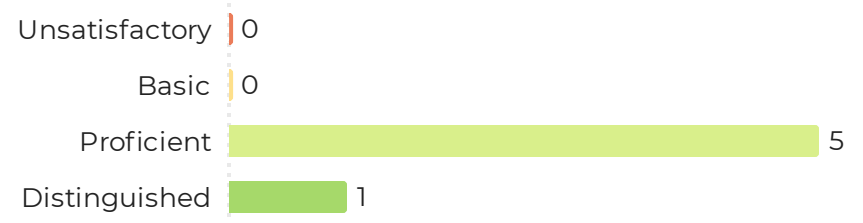
Effective Practice	Fall 2025 Average
Collaboration with Families and Community	3.17

Effective Practice	Fall 2024 Average
Collaboration with Families and Community	3.17

Fall 2025



Fall 2024



Fall 2025 Narrative:

The effort that has been put into being visible for school and community events has been noticeable; parent and staff surveys allow stakeholders to have a voice and an impact.

This is an area where I've seen tremendous growth in Jason over the past year. He seems to be everywhere—attending school and community events of all sizes. No matter how big or small the occasion, he shows up and engages with those in attendance. Jason has truly become an outstanding ambassador for Ralston Public Schools.

Mr. Buckingham has shown strong support for the district's communications team, which has become highly skilled and effective in engaging families and the community. This collaboration is a great example of his ability to recognize expertise within his team and empower others to lead important work. While communication and community engagement remain areas he continues to strengthen personally, his leadership and trust in the communications team have resulted in significant progress and consistent, high-quality messaging throughout the district. Mr. Buckingham maintains a visible presence at district and community events, particularly at the high school, where his attendance and support are appreciated. While it is neither possible nor necessary to be present at every event, continuing to explore ways to connect with families at the elementary level and community would further enhance his connection to the full district and strengthen relationships with families across all grade levels.

Mr. Buckingham currently lands between Basic and Proficient. The district as a whole has a need for continued improvement, surrounding the engagement of community and our families. While Mr. Buckingham has made it a point to attend different types of activities and athletic events; it might be time to be more intentional. Mr. Buckingham's presence at these events is noticeable and much appreciated, but these might be missed opportunities to actually engage with families and the students through small conversations or just a simple "hello."

Ralston Public Schools continues to demonstrate strong and growing collaboration with families and the broader community, reflecting Superintendent Buckingham's deep commitment to engagement, transparency, and partnership. Over the past year, he has prioritized being present and accessible across all levels of the district—regularly attending school events, open houses, and community celebrations to strengthen relationships with students, families, and patrons. The district's communication systems have expanded to include consistent updates through newsletters, social media, postcards, and community briefings, ensuring that families and stakeholders remain informed about district priorities, achievements, and upcoming opportunities for involvement. Superintendent Buckingham has also deepened partnerships with civic and nonprofit organizations, including active participation with the Ralston Schools Foundation, the Ralston Chamber of Commerce, the Wiebe Foundation, and The Bridge Board, leveraging these collaborations to mobilize resources that directly benefit students and families. His leadership in re-establishing the alumni network has created new pathways for community engagement and pride. Open houses tied to the district's remodeling and bond projects have become important community touchpoints, showcasing progress while reinforcing trust and transparency. This consistent visibility, collaborative mindset, and proactive communication elevate Ralston's standing in the community and model a Distinguished level of practice—where authentic partnerships and shared ownership of the district's vision are central to every success.

Superintendent Buckingham has made progress in engaging our community. He routinely attends a variety of activities and athletic events. He is accessible to parents and community members. As the facility upgrades and construction projects wrap up, he will have the capacity to expand his role in different civic organizations. He regularly attends events like Open Houses, 4th of July Parade, Special Community Events, RHS Car Shows, Concerts, Fundraisers, Sporting Events, Alumni of the Year Banquet, Senator meetings, and is great at calling the numbers for Bingo Nights. He is also a Board Member for the Wiebe Foundation and the Bridge. We appreciate all the long days he puts in to attend these evening activities!

(4) Continuous Improvement and Accountability

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

Distinguished

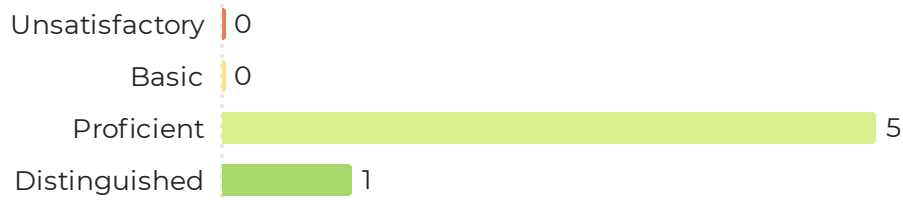
- Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation
- Comprehensive and current information on student progress and achievement is available and utilized in decision-making
- Clear PK-12 alignment between district/state/national indicators of quality,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

(4) Continuous Improvement and Accountability

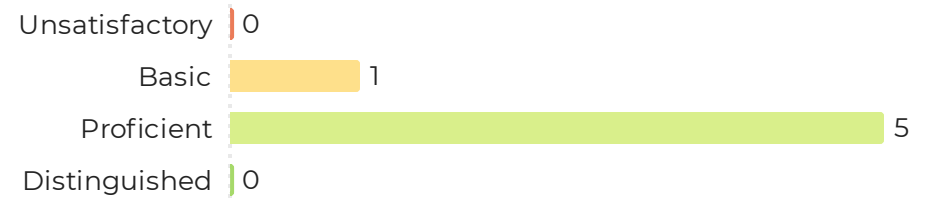
Effective Practice	Fall 2025 Average
Continuous Improvement and Accountability	3.17

Effective Practice	Fall 2024 Average
Continuous Improvement and Accountability	2.83

Fall 2025



Fall 2024



Fall 2025 Narrative:

Superintendent Buckingham and his cabinet have implemented a systemic approach to Continuous Improvement and Accountability standards. The curriculum adoption for Language Arts and Math, the change to Frameworks, MTSS, and alignment of our teaching and learning to state standards will continue to drive student achievement. All schools are the "Good" or above status for NSCAS rating. Two schools are at "Great" status and one designated as "Excellent." By continuing to raise our expectations district-wide, we believe the results will continue to trend in a positive manner. We also have dropped the ATSI and CSI designations for underperforming subgroups in a couple district schools!

Ralston Public Schools has made significant progress in establishing a strong culture of Continuous Improvement and Accountability, led by Superintendent Buckingham's commitment to data-driven decision-making and transparent communication. The district now operates with clear structures for monitoring progress on student achievement, attendance, and curriculum implementation—ensuring that accountability is shared across every level of the organization. Regular board presentations from building principals and department leaders highlight key initiatives and measurable outcomes, creating a consistent feedback loop between schools, administration, and the Board of Education. The district's transition to Frameworks accreditation has strengthened alignment with state and national standards, while new curricula in literacy (CKLA) and mathematics are supported by targeted professional development and ongoing analysis of student performance data.

Through this intentional focus, Ralston has seen tangible gains in attendance, reading proficiency, and instructional consistency, while also identifying clear next steps for growth in ACT/SAT performance and graduation rates. Superintendent Buckingham models accountability by ensuring data is transparent, progress is celebrated, and gaps are addressed collaboratively. His leadership emphasizes that improvement is not an event but a continuous process, rooted in high expectations and shared responsibility for results. The district's systems, communication, and engagement practices reflect a Proficient to emerging Distinguished level of practice—demonstrating that Ralston is well-positioned to sustain meaningful, measurable progress for every student.

Mr. Buckingham's standard for continuous improvement and accountability of the district, is so appreciated! I believe with his vision and the support of the Board of Education, we will continue to see positive movement throughout the district and I look forward to a day in the near future where this is identified as distinguished. In the meantime, this has been a job well done!

This has been a long uphill journey, and the progress made over the past year has been remarkable. Jason and his cabinet have worked diligently to connect all the pieces of the puzzle, fostering a culture where nearly everyone collaborates toward a shared vision. Notable improvements have been seen in attendance, reading, and now math.

Jason empowers his cabinet to develop creative solutions—one example being the implementation of a teacher's toolbox. Professional development continues to evolve to meet teachers' changing needs. Through it all, one thing remains constant: Jason's strong sense of accountability.

Mr. Buckingham demonstrates a strong commitment to continuous improvement and accountability throughout the district. He models a clear focus on student success and ensures that data-driven decision-making is central to both district and school-level planning. Reports and presentations to the board consistently include relevant data and analysis, allowing for transparent and informed discussion about student achievement, program effectiveness, and areas for growth.

This is an area in which the district has made significant progress over the past several years. It also illustrates Mr. Buckingham's leadership style, as he empowers the Teaching and Learning team to take the lead in analyzing data, implementing strategies, and monitoring outcomes, while providing the guidance and resources needed to be successful.

He remains proactive in identifying and exploring innovative strategies to improve teaching and learning. The district's use of data to inform strategic priorities, along with regular updates on progress, reflects a culture of continuous reflection and improvement. Mr. Buckingham's attention to aligning district goals with state and national standards ensures that our systems remain compliant, current, and focused on best practices.

While engagement with families and the broader community regarding student successes and challenges has improved, this remains an area that continues to need further development to ensure strong, consistent connections across all schools and grade levels.

This area will only continue to improve as groundwork has been laid over recent years. Using the MTSS and other data driven tools will provide insight into actionable areas and allow staff to see impact or areas of continued improvement much sooner and allow for course correction as needed.

(5) Teaching and Learning

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

Distinguished

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

(5) Teaching and Learning

Effective Practice

Fall 2025 Average

Teaching and Learning

2.67

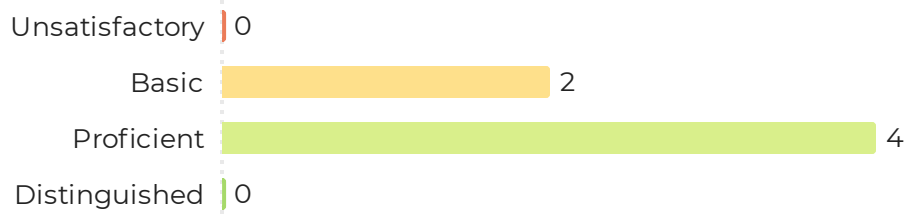
Effective Practice

Fall 2024 Average

Teaching and Learning

2.50

Fall 2025



Fall 2024



Fall 2025 Narrative:

Jason has great staff in place that has helped to set an upwards trajectory in teaching and learning. Proper investments have been made in staffing, learning systems and curriculum and will only continue to show improvement. I appreciate the 'can-do' attitude and willingness to control what can be controlled while problem solving deeper socioeconomic challenges in our schools and community.

Mr. Buckingham has built an excellent Teaching and Learning team and has strengthened school leadership through strategic new hires at several schools. His collaborative leadership ensures that the district is well-positioned to implement a coherent system of curriculum, instruction, and assessment aligned with the shared vision and high expectations for all students. I appreciate his humility in self-assessment, choosing to rank himself at a basic level until the district reaches a higher level of overall performance, which reflects his commitment to continuous improvement. As we continue implementing new curricula, it will be important to ensure that teachers perceive these programs not only as high-quality and research-based, but also as culturally relevant and responsive to our diverse student population. Additionally, it will be essential for the district to maintain proactive communication with the Nebraska Department of Education regarding state-mandated testing and other initiatives, ensuring that our practices remain meaningful and relevant to the students we serve.

Through his leadership, Mr. Buckingham fosters a culture of excellence, innovation, and accountability in teaching and learning, while empowering his team to lead improvements and maintain a strong focus on equitable student success.

Superintendent Buckingham has built a solid cabinet that has worked diligently to create the framework to change the approach to Teaching and Learning. The District Steering Committee has been fundamental. This is not an easy lift as new curriculum was vetted and rolled out, which takes time. The instructional practices are improving through the move to the MTSS Model Implementation. The district does not yet meet the state average but is showing progress. We have grade bands and subject areas at state average, but the goal is to get the entirety of our district to the state average at all grade levels and in all subjects.

This measure is closely aligned with the goals of continuous improvement and accountability. Teaching and learning involve many moving parts, but Jason and his cabinet have worked diligently to ensure that everything—and everyone—is moving in the same direction. Their efforts are beginning to yield positive results, and meaningful improvements are well underway.

Under Superintendent Buckingham’s leadership, Teaching and Learning in Ralston Public Schools has undergone significant growth marked by intentional structure, accountability, and collaboration. The district now operates with a coherent and board-approved system of curriculum, instruction, and assessment that reflects high expectations for every learner. Major initiatives such as the CKLA literacy curriculum and the new K–8 math adoption have been fully implemented, supported by professional development that empowers teachers to deliver consistent, evidence-based instruction. The creation of a district data dashboard and regular review cycles has strengthened the district’s ability to analyze student progress, guide instructional adjustments, and communicate outcomes transparently to staff, the board, and the community.

This data-driven approach has helped align district priorities with measurable goals in reading, math, and attendance—three key pillars of the strategic plan. Superintendent Buckingham’s emphasis on collaboration has resulted in stronger teacher leadership, more consistent instructional practices, and deeper engagement from families and students in the learning process. While Ralston continues to pursue higher ACT and NSCAS performance benchmarks, early indicators show steady improvement and increased instructional coherence across grade levels. The superintendent’s focus on continuous improvement, research-based practice, and empowerment of instructional leaders reflects a Proficient level of practice, with strong momentum toward Distinguished as these systems mature and student outcomes continue to rise.

While I can appreciate Mr. Buckingham’s modesty in not wanting to rate higher, until the overall goal has been met; I feel he is proficient in this area. The recent updates in curriculum further support the increased expectations of the district. With Mr. Buckingham’s continued leadership, I look forward to seeing the benefits of these recent changes.

(6) Personnel Leadership

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

Indicators and Evidence

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

Unsatisfactory

- Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan
- Little or no evidence of short or long-term personnel planning
- Little or no evidence of modeling lifelong learning

Basic

- Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction
- Some evidence of short-term and long-term personnel planning
- Some evidence of participation in lifelong learning activities

Proficient

- Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction
- Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place
- Evidence of ongoing modeling of lifelong learning

Distinguished

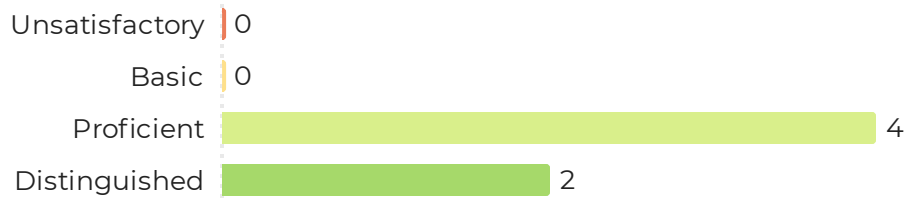
- Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction
- Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored
- Models lifelong learning by engaging and applying ongoing professional development

(6) Personnel Learning

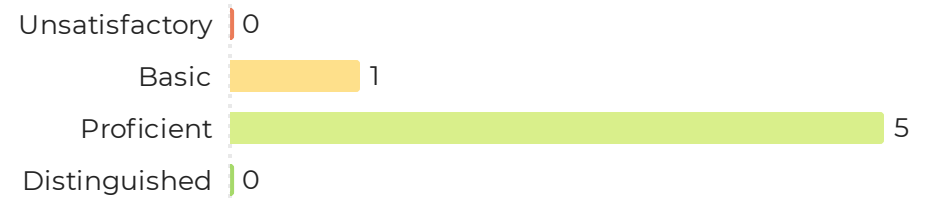
Effective Practice	Fall 2025 Average
Personnel Learning	3.33

Effective Practice	Fall 2024 Average
Personnel Learning	2.83

Fall 2025



Fall 2024



Fall 2025 Narrative:

Acting as HR director for several months was very challenging for Jason to balance along with the rest of his workload, but made great impact as he was able change some processes such as quickly involving building principals in the hiring process. The effort to give our teachers and classified staff significant raises as well as professional learning opportunities has helped retention which in turn will only continue to help the learning environment.

Mr. Buckingham has demonstrated strong personnel leadership through his focus on building and supporting a high-performing team. The onboarding of new staff this fall was a clear highlight and reflected thoughtful planning, collaboration, and a commitment to helping new employees feel welcomed and well-prepared to contribute to the district's mission.

The Teaching and Learning team continues to lead an exceptionally well-developed system of professional development that is responsive to district goals and staff needs. Their work has strengthened instructional practices and supported a culture of continuous learning across all schools. Mr. Buckingham's trust in and support of this team have been instrumental in ensuring that professional development remains both high quality and aligned with the district's strategic vision.

The addition of the new Human Resources Director was an excellent hire, and I look forward to seeing the continued development and refinement of HR processes as he becomes more established in his role. These systems will be key to sustaining effective recruitment, evaluation, and retention practices moving forward.

Through these efforts, Mr. Buckingham continues to strengthen the district's capacity to attract, develop, and retain talented staff who are dedicated to student success.

Jason and his team have strengthened employee recruitment efforts by rotating enthusiastic staff members to serve as ambassadors for Ralston. They have also refreshed the district's presence at career fairs with more engaging giveaways and displays that attract greater interest to the Ralston booth. Jason's brief tenure as HR Director provided valuable insights into the recruitment process, leading to procedural changes that now give principals a more active role in hiring decisions. In addition, professional development offerings have become increasingly engaging and worthwhile, as reflected in higher participation rates and positive staff feedback over the past year.

Under Mr. Buckingham's leadership there have been exciting changes, in how HR is being handled. I believe that the district will continue to obtain/retain great employees and that Ralston School District will continue to be a desirable place to work, with these new approaches. These changes couldn't have come at a better time; with the changing landscape of our district we may find challenges in the future with hiring; I appreciate the district being open to changing their recruiting approach.

ChatGPT said:

Under Superintendent Buckingham's leadership, Personnel Leadership in Ralston Public Schools exemplifies a Distinguished level of practice—marked by strategic alignment, innovation, and a deep commitment to developing and retaining exceptional educators. Personnel and financial resources are purposefully aligned with the district's strategic vision, ensuring that staffing, budgeting, and professional development decisions all reinforce high expectations for student success. Recruitment and hiring systems are both proactive and data-informed, with principals and district leaders working collaboratively to identify, attract, and onboard high-performing and mission-driven staff. The district has strengthened its pipeline for leadership and instructional talent through the reinstated Leadership Academy, mentorship programs, and targeted recruitment strategies designed to increase staff diversity and build long-term capacity across every department.

Professional development has become a cornerstone of Ralston's culture. Comprehensive growth opportunities are embedded throughout the year, including dedicated learning days, personalized coaching, tuition assistance, and leadership pathways that empower teachers and administrators to expand their impact. Feedback from staff is routinely solicited and used to shape programming, ensuring that professional learning is responsive, relevant, and aligned with district goals. Superintendent Buckingham models lifelong learning by actively participating in state and national leadership development, bringing back innovative practices that strengthen the district's systems. The result is a cohesive, high-performing team united by shared values and a collective commitment to student success. Through strategic planning, intentional investment, and a culture that prioritizes people, Ralston Public Schools demonstrates excellence in personnel leadership and stands as a model for effective recruitment, development, and retention across Nebraska.

Superintendent Buckingham and his cabinet have made progress around recruiting and retaining staff at RPS. Jason served as the interim HR Director for 5 months and this provided insight into implementing changes as Dr. Pivonka began his new role. The hiring was decentralized to engage the building principals to take on a much larger role in the interviewing and hiring of their staff. He is engaged with the Leadership Academy, led professional development for new hires and tenured staff. Emphasizing the recruitment of dual language employees in the hiring process will help us to better communicate with our diverse population.

(7) Systems Leadership and Management

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

Indicators and Evidence

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

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

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

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

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

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

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

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

Unsatisfactory

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

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

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

Basic

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

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

-Manages operational issues with little or no conflict

Proficient

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

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

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

Distinguished

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

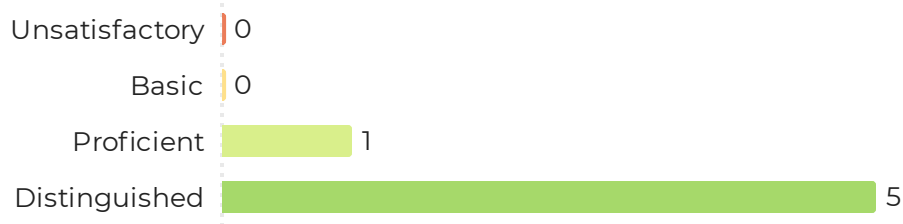
-Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles

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

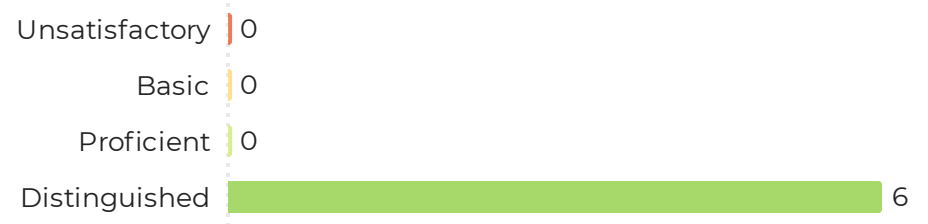
(7) Systems Leadership and Management

Effective Practice	Fall 2025 Average	Effective Practice	Fall 2024 Average
Systems Leadership and Management	3.83	Systems Leadership and Management	4.00

Fall 2025



Fall 2024



Fall 2025 Narrative:

Financial acumen continues to be an area of strength for Jason. Strong business practices allow for the board to make easy decisions in voting yes to needed purchases and investments that affect student learning as well as maintaining a good levy for taxpayers. Having foresight into ways to save money and setting up sustainable practices around building maintenance and vehicle replacement will continue to keep RPS on this trajectory of fiscal responsibility.

This is truly Jason's area of expertise. He excels in managing finance, maintenance, and construction projects with precision and foresight. His oversight of the bond project has been exceptional, resulting in a surplus that allows the district to address projects initially removed from the final bond request to voters. Jason also stays ahead of the curve in understanding and anticipating how federal funding changes will impact the district's budget, ensuring sound financial stewardship at every level.

Mr. Buckingham continues to excel in systems leadership and management. The district's renovations across all schools are nearly complete and have been managed exceptionally well, resulting in the ability to move forward with additional projects that were initially removed from the original bond plan. This demonstrates both fiscal responsibility and strategic foresight. It is an exciting time for our district, and I am so pleased that our students and staff now have access to high-quality, modern, and inspiring learning environments.

In addition to his strong facilities management, Mr. Buckingham has shown steady leadership in navigating unprecedented changes to federal systems that have the potential to disrupt funding and essential student services. His careful financial planning and proactive approach have positioned the district to withstand potential cuts or delays in funding. His ability to balance long-term financial health with immediate operational needs ensures that the district remains stable, efficient, and well-prepared to meet both current and future challenges.

There is not much more to say about this area, other than without Mr. Buckingham's leadership the district wouldn't be where it currently is. This statement is made when considering the execution of the bond, district budget and overall considerations when it comes to making sure, the district is providing the best student experience possible.

Under Superintendent Buckingham's leadership, Systems Leadership and Management in Ralston Public Schools represents a Distinguished level of performance—defined by strategic foresight, operational excellence, and a relentless focus on student-centered stewardship of resources. The district's financial systems and business processes are transparent, efficient, and fully aligned with its shared vision and strategic direction. Through disciplined budgeting, long-term financial forecasting, and proactive communication with the Board of Education, Ralston has maintained a strong fiscal position while continuing to invest in priorities that directly enhance student learning and safety. Superintendent Buckingham consistently demonstrates fiscal responsibility by identifying creative funding solutions—including rebates, grants, and the repurposing or sale of surplus assets—to maximize the district's resources and minimize taxpayer burden.

His systems approach extends beyond finance into facilities, safety, and transportation, ensuring that every operational decision supports a safe, efficient, and inspiring environment for students and staff. Over the past two years, Ralston has successfully completed the construction of a new elementary school, major remodels and upgrades to five additional schools, and the development of a new sports complex—all while maintaining clean, secure, and welcoming learning spaces. Secured entries have now been implemented at every building, and the district's transportation fleet operates on a well-planned replacement schedule to ensure reliability and safety. Superintendent Buckingham's ability to anticipate challenges, manage complex projects, and build consensus among diverse stakeholders has strengthened community trust and positioned Ralston as a model of responsible, innovative systems leadership. His mastery of operations, combined with a clear linkage between resource management and student achievement, underscores a truly Distinguished level of effectiveness in this domain.

Superintendent Buckingham has done an excellent job of managing the Bond initiative in all phases including managing bids and contract negotiations. The business processes are well established. We are getting close to having a comprehensive extended year Facilities Management Plan beyond the Bond projects as we do for Technology, Curriculum, and Transportation. This will set future BOE and District Leadership up for success!

(8) Equity, Climate, and Culture

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

Indicators and Evidence

1. Creates a school system in which shared vision on equity and equitable practices are the norm.

○ Evidence: District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.

2. Develops processes and programs that support the academic, physical, social, and emotional growth of all students.

○ Evidence: District policies, procedures, practices and programs clearly support the academic, physical, social, and emotional growth of all students.

3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff and all students.

○ Evidence: The superintendent uses oral and written communication strategies, and problem-solving strategies with the board, staff, students, parents, and the community that convey a positive and responsive culture of high expectations.

Unsatisfactory

-Little of no evidence of a shared vision on equity or equitable practices

-Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust

-Little or no evidence of a responsive culture of high expectations

Basic

-Some evidence of shared vision on equity and equitable practices

-Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust

-Some evidence of a responsive culture of high expectations

Proficient

-Shared vision on equity and equitable practices is evident through professional learning

-Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures

-Communication processes promote a culture of high expectations for self, staff, and all students

Distinguished

-Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey

-Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey

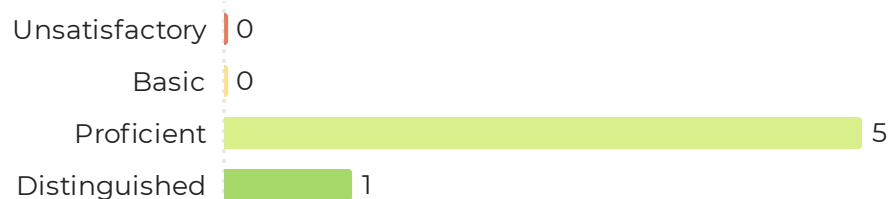
-Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students

(8) Equity, Climate, and Culture

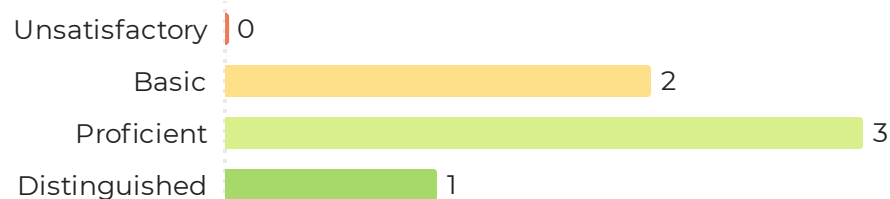
Effective Practice	Fall 2025 Average
Equity, Climate, and Culture	3.17

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

Fall 2025



Fall 2024



Fall 2024 Narrative:

The diversity of our student population and community continues to change. It is important that we utilize climate surveys to assess how well we relate to students and their families. We are making efforts to ensure that our District values and properly serves each student and family to the best of our ability. Recognizing the needs of our students and assisting with resources such as Arbor Family Counseling and the One World Van. The fund distribution comparison is an important report to ensure transparency and equity. Multiple additions to the LEP staff have been a valuable investment.

Under Superintendent Buckingham’s leadership, Equity, Climate, and Culture have become defining strengths of Ralston Public Schools—reflecting a Distinguished level of practice grounded in inclusion, empathy, and high expectations. The district operates with a shared vision of equity that is woven into every decision, policy, and communication channel. Through professional development, climate surveys, and strategic plan feedback, Ralston actively monitors progress toward equitable outcomes and uses this data to strengthen relationships and responsiveness across the district. Superintendent Buckingham’s leadership—rooted in visibility, compassion, and service—sets the tone for a culture where students and staff feel valued, supported, and inspired to excel.

He consistently models these values through action: showing up during crises, supporting families and staff in need, and fostering a districtwide “all hands on deck” mindset. This leadership approach has created a culture of trust and belonging that extends from the classroom to the community. The district’s partnerships with organizations such as Arbor Family Counseling and OneWorld Community Health Centers ensure that the academic, social, emotional, and physical needs of students and staff are met with care and consistency. Professional learning focused on equitable practices, inclusive instruction, and wellness further reinforces a shared commitment to fairness and respect. Ralston’s communication plan—including regular surveys, newsletters, and public engagement—validates that staff, students, and families experience a district culture of transparency, safety, and mutual respect. Superintendent Buckingham’s servant leadership has cultivated a climate of optimism and accountability where every voice matters, every school feels supported, and every student has the opportunity to thrive.

Mr. Buckingham is well aware of the various demographics of students, who are served in the Ralston School District. Mr. Buckingham walks into decision making with this knowledge and presents to not see it as a barrier but rather as another area for the district to grow and continue to improve. I feel the district is on a positive path, under his leadership.

This is an area in which our district is performing well, and Mr. Buckingham continues to demonstrate leadership in fostering a positive, inclusive climate focused on equity and belonging. As our district becomes increasingly diverse, it is essential that we continue to assess and adjust our practices to ensure that every student and staff member feels valued and supported.

Mr. Buckingham's leadership has helped establish a foundation of equity-focused initiatives and high expectations for all. Moving forward, I encourage continued efforts to engage staff in meaningful dialogue, gather their feedback and experiences, and incorporate those perspectives into planning and decision-making. Maintaining an open and responsive approach will help ensure our district remains proactive and adaptive in meeting the evolving needs of our community.

Ralston's diverse student population benefits from Jason's support of innovative and inclusive practices designed to enhance learning for all. Some schools have piloted mobile translator devices to assist students with limited English proficiency, and the district's first-ever cultural fair was a tremendous success—so much so that expansion plans are already underway. Family surveys are now easily translatable, increasing accessibility and engagement. Additionally, families continue to have access to comprehensive medical and mental health resources through the district's coordinated services.

This is an area full of challenges and will remain so in the future as RPS is very diverse. Being creative in using external resources for assistance as well as adding additional staff to LEP roles will continue to benefit RPS. Please continue the path of being creative, leverage current talent and resources while 'thinking outside the box' to help this be an outstanding area for RPS.

(9) Leadership, Conduct, and Professional Growth

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

Indicators and Evidence

1. Leads with dignity and respect.

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

2. Ensures implementation of policy and practice is consistent.

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

3. Models and articulates ethical behavior.

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

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

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

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

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

Unsatisfactory

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

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

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

-Does not participate in professional development or leadership activities

Basic

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

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

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

-Participates in some professional development

Proficient

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

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

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

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

Distinguished

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

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

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

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

Superintendent Buckingham conducts himself with professionalism and integrity. He is respectful and treats everyone with dignity. He has continued to strive for personal growth and utilizes the Gallup StrengthsFinder program. He is actively engaged with many organizations through various roles such as GNSA co-chair, ESU 3, Region 2 Supt. group, Greater Nebraska Schools member, MOEC Executive panel member, NCSA presenter for aspiring/first year Superintendents, and Mentoring other Superintendents/Business Managers.

Superintendent Buckingham demonstrates a Distinguished level of excellence in Leadership, Conduct, and Professional Growth, leading Ralston Public Schools with integrity, humility, and an unwavering commitment to continuous improvement. His leadership is characterized by fairness, transparency, and respect in every interaction—with board members, staff, students, and the broader community. Superintendent Buckingham consistently models ethical decision-making grounded in district policy and values, ensuring that every choice reflects what is just, equitable, and in the best interest of students. He sets a clear tone of accountability, expecting the same professionalism and integrity from his leadership team and staff that he holds himself to, fostering a culture of trust and mutual respect across the district.

His approach to leadership is rooted in service and self-awareness. He openly acknowledges areas for growth, actively seeks feedback, and models personal improvement through ongoing professional learning and reflection. Superintendent Buckingham is deeply engaged in professional and statewide leadership organizations—including GNSA, MOEC, ESU 3, NSCAS, and NASB—ensuring that Ralston remains connected to emerging best practices and policy developments. His active participation in these networks not only supports his own growth but also elevates the district's visibility and influence across Nebraska. His leadership is not driven by ego but by a deep sense of pride and purpose in serving the Ralston community. Through his actions, Superintendent Buckingham embodies the highest standards of ethical conduct and professional excellence—proving that great leadership inspires others not through authority, but through authenticity, humility, and heart.

Summary of Evaluation

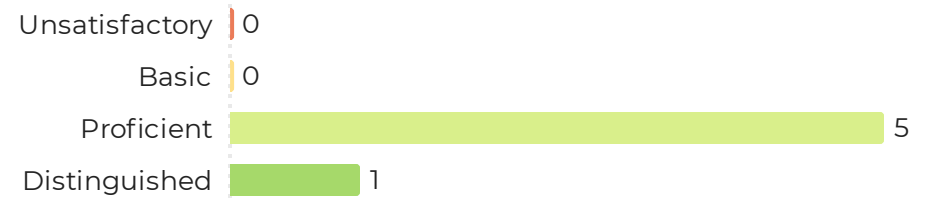
Effective Practice	Fall 2025 Average
Summary of Evaluation	3.33

Effective Practice	Fall 2024 Average
Summary of Evaluation	3.17

Fall 2025



Fall 2024



Fall 2025 Narrative:

Superintendent Buckingham has demonstrated strong leadership and a commitment to continuous improvement within the district. He and his cabinet have actively engaged students, staff, and the community in shaping the Strategic Plan, while providing consistent updates on key initiatives such as the CIP transition, student attendance, and NSCAS testing. Superintendent Buckingham's approach to board engagement has fostered collaboration on policy review and increased transparency. He is recognized for his proactive response to district needs, his involvement in educational coalitions at both local and state levels, and his efforts to ensure Ralston's voice is heard among policymakers.

In addition to his administrative leadership, Buckingham has made strides in community engagement, regularly attending school and civic events and remaining accessible to parents and community members. His cabinet has implemented systemic approaches to curriculum adoption, accountability standards, and staff recruitment. Superintendent Buckingham's management of bond initiatives and facility upgrades has been effective, and his commitment to diversity, equity, and climate surveys reflects a dedication to serving all students and families. He is respected for his professionalism, integrity, and ongoing personal growth, as well as his active participation in various educational organizations and mentoring roles.

Superintendent Buckingham exemplifies a Distinguished level of leadership through his integrity, professionalism, and steadfast commitment to continuous improvement. He consistently leads with fairness, transparency, and respect—setting a tone of ethical behavior and accountability that permeates the entire district. His decision-making reflects equity and care, ensuring policies and practices are implemented with consistency and integrity. Superintendent Buckingham models lifelong learning through active participation in professional organizations such as GNSA, MOEC, ESU 3, NSCAS, and NASB, bringing statewide best practices back to Ralston. His humility, authenticity, and servant-leadership approach inspire confidence from the board, staff, and community alike. Grounded in pride for the district he serves, Superintendent Buckingham's leadership not only advances Ralston's mission but also strengthens its culture of trust, excellence, and continuous growth.

Overall, it has been a positive experience to witness the progress of the district under the leadership of Mr. Buckingham. A large part of the district's success is due to his guidance, expectations and ability to create a team of professionals who want to raise the expectations of our whole district.

I am very pleased with the progress our district has made under Mr. Buckingham's leadership. We have strengthened systems, supported staff growth, enhanced teaching and learning, and provided students with outstanding facilities and opportunities. While some areas remain for continued improvement, I am confident in our trajectory and excited for the future—knowing our work will benefit students, staff, families, and the broader community as we continue to build a strong, equitable, and high-performing district. If there were an option to do so, I would rate his performance between proficient and distinguished. I feel he is higher than just proficient, but know there are still some improvements being made that will be great to mark 'distinguished' when we get there.

Jason continues to demonstrate growth across all areas of leadership while actively seeking improvement in areas where he already excels. Under his guidance, the cabinet, board, and staff are aligned and making measurable progress toward the goals outlined in the district's strategic plan. This strong sense of unity and shared purpose is a direct reflection of Jason's exceptional organizational skills and his humble, collaborative approach to leadership.

Jason continues to remain humble, is always learning and leads with a servant's heart. I am grateful for his leadership and dedication to the board, staff, students and community and am excited to see many of the plans put in place this year to come to fruition over the next year.

Superintendent's Response

Superintendent Evaluation Summary

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

The Performance Plan should consist of:

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

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

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)

Superintendent Pay Transparency Notice—Proposed Contract for Jason Buckingham

to be held on November 24, 2025 at 6pm/pm at the District's Central Office Board Room a

After the 2025/2026 school year, how many years remain on the contract:

The estimated costs to the district for the 2026/27 year and future years are listed below:

	2026/27 Base Pay, Additional Compensation & Benefits
Base Pay for the Total FTE	\$ 231,603.00
Compensation for activities outside of the regular salary:	
• <i>Extended contracts / Activities outside of regular salary</i>	
• <i>Bonus/Incentive/Performance Pay</i>	
• <i>Stipends</i>	
• <i>All other costs not mentioned above</i>	
Benefits and Payroll Costs Paid by district:	
• <i>Insurances (Health, Dental, Life, Long Term Disability)</i>	\$ 29,465.77
• <i>Cafeteria Plan Stipend</i>	
• <i>Cash in lieu of insurance</i>	
• <i>Employee's share of retirement, deferred compensation, FICA and Medicare if paid by the district</i>	
• <i>District's share of retirement, FICA and Medicare</i>	\$ 35,352.62
• <i>IRS value of housing allowance</i>	
• <i>IRS value of vehicle allowance</i>	
• <i>Additional leave days</i>	
• <i>Annuities</i>	
• <i>Service credit purchase</i>	
• <i>Association / Membership dues</i>	\$ 700.00
• <i>Cell Phone/Internet reimbursement</i>	
• <i>Relocation reimbursement</i>	
• <i>Travel allowance/reimbursement</i>	
• <i>Mileage Allowance</i>	
• <i>Educational tuition assistance</i>	
• <i>All other benefit costs not mentioned above</i>	\$ -
Totals:	\$ 297,121.39

at 8545 Park Drive in Ralston, Nebraska.

3

Future Base Pay, Additional Compensation & Benefits per Contract	TOTAL CONTRACT COST
\$ 483,130.00	\$ 714,733.00
	\$ -
	\$ -
	\$ -
	\$ -
\$ 58,931.54	\$ 88,397.31
	\$ -
	\$ -
	\$ -
\$ 73,194.00	\$ 108,546.62
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
\$ 1,400.00	\$ 2,100.00
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
\$ -	\$ -
\$ 616,655.54	\$ 913,776.93

**SUPERINTENDENT'S CONTRACT OF EMPLOYMENT
DOUGLAS COUNTY SCHOOL DISTRICT 28-0054 (RALSTON PUBLIC SCHOOLS)**

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into this ____ day of _____, 2025 by and between the Board of Education of Douglas County School District 28-0054, (the “Board”) and Jason Buckingham (the “Superintendent”) and shall become effective on July 1, 2026 (the “Effective Date”).

RECITALS

WHEREAS, the Board and the Superintendent are currently parties to that certain Employment Agreement entered into on January 9, 2023 (the “Prior Agreement”), under which the Superintendent is serving as superintendent for School District No. 28-0054 of Douglas County, Nebraska (the “District”); and

WHEREAS, as of the Effective Date, the parties hereby desire to supersede the Prior Agreement in its entirety through this Agreement, under which the Superintendent will continue to render services for the District on the terms and conditions set forth herein.

In consideration of the mutual promises and covenants set forth below, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties, intending to be legally bound, hereby agree as follows:

1. ***Superintendent's Duties.*** The Superintendent’s duties shall be as prescribed by statute and by Board policies, rules, regulations and directives. The Superintendent agrees to devote his or her full time, skill, labor and attention to his or her duties throughout the Term (hereinafter defined). He or she shall be subject to the direction and control of the Board at all times and shall perform such administrative duties as the Board may assign him or her from time to time. Subject to advance approval by the Board, he or she may undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations so long as they do not interfere with carrying out his or her duties and obligations to the District. Provided, Board approval shall not be required for such work which the Superintendent performs during his or her vacation time.

2. ***Professional Status.*** The Superintendent affirms that he or she is not under contract with any other school board or board of education covering any part or all of the same term provided in this Agreement. Throughout the Term (hereinafter defined), he or she will hold a valid and appropriate certificate to act as a superintendent of schools in the State of Nebraska which he or she will register and maintain on file in the central administrative office of the District. This Agreement shall not be valid prior to the date that he or she registers his or her certificate and the Board will not compensate him or her for any services performed prior to that date.

3. ***Board-Superintendent Relationship.*** The Board shall be primarily responsible for formulating and adopting Board policy. The Superintendent shall be the chief administrative officer for the District and shall be responsible for implementing Board policy. He or she shall organize, reorganize, and arrange the administrative and supervisory staff, and select, place and transfer personnel with the concurrence of the Board. He or she is responsible for administering the instruction of students and the business affairs of the District. The Board members agree, individually and collectively, to promptly refer all criticisms, complaints, and suggestions called to their attention to the Superintendent for action, study and/or recommendation, as appropriate.

4. ***Base Salary.*** Unless and until adjusted in accordance with this Section, the Superintendent’s annual base salary (the “Base Salary”) shall be as follows: \$231,063.00 for the 2026/2027 year (i.e., July 1, 2026 through June 30, 2027); \$237,995.00 for the 2027/2028 year (i.e., July 1, 2027 through June 30, 2028); and \$245,135.00 for the 2028/2029 year (i.e., July 1, 2028 through June

30, 2029). The Superintendent's Base Salary shall be paid, less applicable withholdings, in equal installments on the District's regular pay dates for professional staff employees of the District. During the Term, the Board shall not reduce the Superintendent's Base Salary or fringe benefits, but may increase any or all of the same through an amendment hereto without such amendment requiring a hearing or extending the term of this Agreement.

5. **Fringe Benefits.** During the Term, the Superintendent shall be eligible to participate in any employee benefit plans and programs generally made available to similarly-situated employees of the District. The District reserves the right to modify, alter, or discontinue any employee benefit plans at any time in its sole discretion.

6. **Term.** The term of the Superintendent's employment under this Agreement shall commence on July 1, 2026 (the "Effective Date") and shall continue through June 30, 2029 ~~(the "Initial Term")~~, unless earlier terminated upon the first to occur of the events set forth below. ~~Upon the natural conclusion of the Initial Term, the Agreement shall automatically renew for additional one (1) year terms (each, a "Renewal Term" remaining subject to the termination provisions in this Section 6), unless either party gives no less than 90 days written notice to the other party prior to the conclusion of the Initial Term or the then current Renewal Term stating its desire to non renew. The Initial Term and any Renewal Terms shall collectively be referred to herein as the "Term." Beginning in December of 2028 and during each Renewal Term thereafter, it~~ Each year, the Board shall consider at or before its September meeting whether to extend the term of this Agreement for an additional year. It shall be the Superintendent's duty to place the extension of this Agreement on the agenda for the December/September board meeting prior to an upcoming Renewal Term. For example, in September 2026, the Board shall consider whether to extend the term of this Agreement for an additional year beginning July 1, 2029 through June 30, 2030. The events for which the Agreement may be terminated prior to the end of the ~~Term~~ term are as follows:

a. **Death or Disability.** The date of the Superintendent's death or the Superintendent's physical or mental disability which prevents the Superintendent from performing the essential functions of the Superintendent's duties as an employee of the District, with or without reasonable accommodation as defined by the Americans with Disabilities Act.

b. **For Cause.** At the election of the Board, and subject to the provisions of this Section 6(b) and the laws of the state of Nebraska, the Superintendent may be terminated for Cause at any time by the Board immediately upon written notice. For purposes of this Agreement, "Cause" for termination shall be deemed to exist in the event the Board, in its sole discretion, determines that the Superintendent has engaged in or exhibited any of the following: (i) incompetence; (ii) neglect of duty, gross negligence, or willful misconduct; (iii) unprofessional conduct; (iv) immorality, conduct involving moral turpitude, dishonesty, or fraud; (v) conviction of, or plea of guilty or no contest to, any felony; (vi) physical or mental incapacity which causes an inability to perform the necessary functions of the Superintendent position; (vii) cancellation, termination, revocation, or suspension of any certification required to act as the Superintendent; (viii) failure to give evidence of professional growth as approved by the Board; (ix) other conduct which interferes substantially with the continued performance of duties; (x) any conduct that is materially harmful to students or the District; or (xi) any breach of the material terms of this Agreement.

c. **Resignation.** The Superintendent may submit his or her written notice of resignation to the Board at any time; provided, however, that such resignation shall not become effective until the natural conclusion of ~~either the Initial Term or the then-current Renewal Term,~~ term unless an earlier date is accepted by the Board, ~~and must comply with the notice requirements described in Section 6.~~

d. **Mutual Agreement.** At any time upon the mutual written agreement of the parties.

7. ***Transportation.*** The Board shall reimburse the Superintendent for mileage required in the performance of his or her official duties at a rate approved by the Board.

8. ***Deductions.*** This Agreement shall conform to the statutes and regulations governing deductions from compensation. The District may withhold other deductions as the Superintendent and Board may agree.

9. ***Payments Upon Termination.*** Upon lawful termination of this Agreement for any reason, the Superintendent shall be paid his or her Base Salary, unreimbursed business expenses, and benefits through the date of termination. The termination of the Superintendent's benefits shall be determined in accordance with the applicable benefit plans or policies then in effect. The Superintendent shall refund any portion of the Base Salary and benefits paid but not earned, prior to the date of termination of this Agreement. Upon termination, he or she shall be paid for any unused vacation days at the daily compensation rate. Except as expressly stated in this Section 9, neither the Board nor the District shall have any other obligation to the Superintendent in the event of a termination of this Agreement.

10. ***Evaluation.*** The Board shall evaluate the Superintendent at least once each year no later than the Board's November monthly meeting. The Superintendent shall remind the Board members in writing at least 45 days before the date of each upcoming evaluation and provide them with documentation to support their effort of evaluation. This documentation may be in addition to other materials requested by the Board to support the evaluation effort.

11. ***Indemnification.*** To the extent permitted by law, the Board agrees that it shall defend, hold harmless, and indemnify the Superintendent from any and all demands, claims, suits, actions, and legal proceedings brought against the Superintendent in the Superintendent's individual capacity, or in the Superintendent's official capacity as agent and employee of the District, provided the incident arose while the Superintendent was acting within the scope of the Superintendent's employment. Notwithstanding anything herein to the contrary, this Section shall not apply to legal actions including, but not limited to, professional practice complaints, initiated by the Board against the Superintendent.

12. ***Physical or Mental Examination.*** If the request is job related and consistent with business necessity (such as a reasonable belief based on objective evidence that the Superintendent's ability to perform the essential functions of his or her position may be impaired by a medical condition), the Board may require the Superintendent to undergo a physical or mental health examination by a health care provider of the Board's choosing. The health care provider will be asked to report to the Board whether the Superintendent is able to perform the essential functions of his or her position with or without reasonable accommodation.

13. ***Governing Law and Venue.*** This Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Nebraska. Each party agrees that any action by either party to enforce the terms of this Agreement may be brought by the other party in an appropriate state or federal court in Douglas County, Nebraska and waives all objections based upon lack of jurisdiction or improper or inconvenient venue of any such court.

14. ***Entire Agreement.*** This Agreement, including the initial paragraph, the recitals, and the Exhibit to this Agreement, each of which are hereby incorporated by this reference, contains the entire understanding of the parties, supersedes all prior agreements and understandings, whether written or oral, relating to the subject matter hereof, and may not be amended except by a written instrument hereafter signed by the Superintendent and a duly authorized representative of the Board (other than the Superintendent).

15. **Severability.** If any portion of this Agreement shall be declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforcement of its remaining provisions.

[The remainder of this page has been intentionally left blank – signature page follows.]

IN WITNESS WHEREOF, and intending to be legally bound hereby, the parties hereto have caused this Agreement to be duly executed as of the date first above written.

BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 28-0054 OF
DOUGLAS COUNTY, NEBRASKA

Jason Buckingham, Superintendent

By: _____
President, For the Board of Education

By: _____
Secretary, For the Board of Education

**SUPERINTENDENT'S CONTRACT OF EMPLOYMENT
DOUGLAS COUNTY SCHOOL DISTRICT 28-0054 (RALSTON PUBLIC SCHOOLS)**

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into this 24th day of November, 2025 by and between the Board of Education of Douglas County School District 28-0054, (the “Board”) and Jason Buckingham (the “Superintendent”) and shall become effective on July 1, 2026 (the “Effective Date”).

RECITALS

WHEREAS, the Board and the Superintendent are currently parties to that certain Employment Agreement entered into on January 9, 2023 (the “Prior Agreement”), under which the Superintendent is serving as superintendent for School District No. 28-0054 of Douglas County, Nebraska (the “District”); and

WHEREAS, as of the Effective Date, the parties hereby desire to supersede the Prior Agreement in its entirety through this Agreement, under which the Superintendent will continue to render services for the District on the terms and conditions set forth herein.

In consideration of the mutual promises and covenants set forth below, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties, intending to be legally bound, hereby agree as follows:

1. ***Superintendent's Duties.*** The Superintendent’s duties shall be as prescribed by statute and by Board policies, rules, regulations and directives. The Superintendent agrees to devote his or her full time, skill, labor and attention to his or her duties throughout the Term (hereinafter defined). He or she shall be subject to the direction and control of the Board at all times and shall perform such administrative duties as the Board may assign him or her from time to time. Subject to advance approval by the Board, he or she may undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations so long as they do not interfere with carrying out his or her duties and obligations to the District. Provided, Board approval shall not be required for such work which the Superintendent performs during his or her vacation time.

2. ***Professional Status.*** The Superintendent affirms that he or she is not under contract with any other school board or board of education covering any part or all of the same term provided in this Agreement. Throughout the Term (hereinafter defined), he or she will hold a valid and appropriate certificate to act as a superintendent of schools in the State of Nebraska which he or she will register and maintain on file in the central administrative office of the District. This Agreement shall not be valid prior to the date that he or she registers his or her certificate and the Board will not compensate him or her for any services performed prior to that date.

3. ***Board-Superintendent Relationship.*** The Board shall be primarily responsible for formulating and adopting Board policy. The Superintendent shall be the chief administrative officer for the District and shall be responsible for implementing Board policy. He or she shall organize, reorganize, and arrange the administrative and supervisory staff, and select, place and transfer personnel with the concurrence of the Board. He or she is responsible for administering the instruction of students and the business affairs of the District. The Board members agree, individually and collectively, to promptly refer all criticisms, complaints, and suggestions called to their attention to the Superintendent for action, study and/or recommendation, as appropriate.

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The Superintendent's Base Salary shall be paid, less applicable withholdings, in equal installments on the District's regular pay dates for professional staff employees of the District. During the term, the Board shall not reduce the Superintendent's Base Salary or fringe benefits, but may increase any or all of the same through an amendment hereto without such amendment requiring a hearing or extending the term of this Agreement.

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a. **Death or Disability.** The date of the Superintendent's death or the Superintendent's physical or mental disability which prevents the Superintendent from performing the essential functions of the Superintendent's duties as an employee of the District, with or without reasonable accommodation as defined by the Americans with Disabilities Act.

b. **For Cause.** At the election of the Board, and subject to the provisions of this Section 6(b) and the laws of the state of Nebraska, the Superintendent may be terminated for Cause at any time by the Board immediately upon written notice. For purposes of this Agreement, "Cause" for termination shall be deemed to exist in the event the Board, in its sole discretion, determines that the Superintendent has engaged in or exhibited any of the following: (i) incompetence; (ii) neglect of duty, gross negligence, or willful misconduct; (iii) unprofessional conduct; (iv) immorality, conduct involving moral turpitude, dishonesty, or fraud; (v) conviction of, or plea of guilty or no contest to, any felony; (vi) physical or mental incapacity which causes an inability to perform the necessary functions of the Superintendent position; (vii) cancellation, termination, revocation, or suspension of any certification required to act as the Superintendent; (viii) failure to give evidence of professional growth as approved by the Board; (ix) other conduct which interferes substantially with the continued performance of duties; (x) any conduct that is materially harmful to students or the District; or (xi) any breach of the material terms of this Agreement.

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15. **Severability.** If any portion of this Agreement shall be declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforcement of its remaining provisions.

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IN WITNESS WHEREOF, and intending to be legally bound hereby, the parties hereto have caused this Agreement to be duly executed as of the date first above written.

BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 28-0054 OF
DOUGLAS COUNTY, NEBRASKA

Jason Buckingham, Superintendent

By: _____
President, For the Board of Education

By: _____
Secretary, For the Board of Education



Board of Education Legislative Goals 2025/2026

Ralston Public Schools Non-negotiables

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

Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.
- Support legislation that fairly and equitably funds each public school district based on need.
- **Support legislation at the state and federal levels that protects the educational opportunities for all students, including our most vulnerable populations.**
- **Continue to support legislation protecting our sources of funding at the state and federal levels.**
- **Oppose legislation that infringes upon or restricts local control.**
- Review, monitor, and potentially support legislation that identifies and increases different revenue mechanisms for public schools across Nebraska, including but not limited to the repeal of sales tax exemptions.
- Oppose any efforts to create a partisan State Board of Education or Commissioner of Education.
- Oppose tax cuts that endanger any part of the State's revenue stream.
- Monitor any legislation that adjusts property valuation.
- Continue to support and enhance Learning Community Programs that serve students living in poverty and/or diverse student populations in Ralston and within the Metro Area.
- Support legislation to increase funding for early childhood programs.
- Encourage further adjustments to the needs formula within TEEOSA specifically for students who are of Limited English Proficiency and/or students living in poverty.
- Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas and paid student internships.
- Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)
- Oppose any legislation that advances charter schools, reduces the tax base for



the purpose of funding private schools, or voucher systems that reduce funding and opportunities for public schools.

- **Support school choice through the protection of net option funding.**
- **Continue to be a vocal advocate in the legislature for our students, staff and the Greater Ralston Community**
- **Support legislative efforts that promote or fund recruitment and/or retention programs for staff in public schools**
- **Support legislative efforts to promote and maintain the safety and security of our students and staff.**

6046
Private Tutoring

The Ralston School District does not provide free private tutoring. Private tutoring is defined as supplementary instruction given to a student outside of the regular contract day. All employment arrangements for private tutoring are the responsibility of the student and their parents/guardians.

Adopted on: July 25, 2016

Revised on:

Reviewed on: April 10, 2023

3011 Transportation

The school district will provide free transportation, partially provide free transportation, or pay an allowance for transportation in lieu of free transportation on each day school is in session to the students who reside in the district and qualify for transportation according to the district's transportation plan. The families of students who will not be provided transportation pursuant to the district's plan or who must drive students to a pick-up point will be reimbursed according to statute if they qualify for such reimbursement. Parents seeking mileage reimbursement must submit requests to the district on forms which may be obtained from the office of the Superintendent of Schools.

When a student who has been attending the district is placed into foster care, school district staff will collaborate with state and local child welfare agencies to determine whether transportation is required under state law when it is in the child's best interest that their school of origin be maintained. The district will only provide transportation to students placed in foster care when the responsible child welfare agency agrees to reimburse the school district for the cost of transportation or when transportation is otherwise required by law. The board designates the Superintendent of Schools as the initial point of contact for child welfare agency representatives to discuss transportation issues related to children in foster care.

Students who are homeless will be provided with transportation pursuant to Board Policy 5014.

The district will provide transportation to tuition students in accordance with the contract provisions, if any, for services from the contracting districts.

The use of buses for class parties, field trips, and similar purposes shall require the prior approval of the superintendent or their designee.

Adopted on: August 15, 2017

Revised on: _____

Reviewed on: April 24, 2023

2016

Participation in Insurance Program by Board Members

Members of the board of education may participate in the school district's health and life insurance plans which are provided to school district employees. A board member electing to participate in the insurance program of the school district shall pay both the employee and the employer portions of the premiums to the district in advance of any payments being due from the district to the insurance carrier.

Every three months, the board will place on its agenda a report identifying the board members who have elected to purchase insurance coverage through the district. This report will be made available in the school district office for review by the public upon request.

Adopted on: August 15, 2017

Revised on: _____

Reviewed on: April 24, 2023

2004
Oath of Office

No board member is required to take an oath of office pursuant to Nebraska law. However, new board members may voluntarily take the following oath before entering into their official duties:

I,, do solemnly swear that I will support the Constitution of the United States and the Constitution of the State of Nebraska, against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely and without mental reservation or for purpose of evasion; and that I will faithfully and impartially perform the duties of the office of member of the board of education, according to law, and to the best of my ability. And I do further swear that I do not advocate, nor am I a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence; and that during such time as I am in this position I will not advocate nor become a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence. So help me God.

Board members may affirm the oath orally or in writing. Copies of written oaths will be retained as official records of the school district in the main administrative office and such other places as may be required by law. Board members who give the oath orally will be noted in the minutes.

Adopted on: August 15, 2017

Revised on: _____

Reviewed on: April 24, 2023

6047

Participation in Competitions or Activities Beyond State Level

The Ralston School District will not fund student participation in school-sponsored organizations or activities beyond the state level (“Non-State Events”). Students/organizations electing to attend Non-State Events must provide their own funding.

When Non-State Events require the presence of an adult sponsor or staff member, the staff member or sponsor may submit a written request to the Superintendent for consideration of payment by the District for certain eligible expenses including travel, meals, and lodging.

A request by a staff member to attend a Non-State Event must be submitted in writing, at least one week before the event and must include all of the following information:

- A description of the Non-State Event, including how it relates to the school-sponsored activity or organization and how it benefits the District’s educational mission;
- A supervision plan for the student(s);
- An itemized listing of the anticipated costs for the sponsor;
- A description and timeline of the fundraising activities to be performed, if any;
- An explanation as to how the activity or organization will account for the loss of instructional time (e.g. students are required to bring homework on the trip and participate in mandatory study hall)
- Confirmation from the sponsor that participation in the activity is voluntary and will not adversely affect a student’s grade.

Information in addition to the above may be required before a decision is made.

Following receipt of a properly and timely submitted request for funding, the Superintendent will review the request and make a decision. The District retains complete discretion to make the funding decision as it sees fit. The District may decide to fund none, some, or all of the staff member or sponsor’s expenses.

Falsifications and/or misrepresentations in requests for funding may result in disciplinary and/or legal action to the extent allowed by district policy and/or applicable law.

Adopted on: July 25, 2016

Revised on:

Reviewed on: April 10, 2023

Bill Review Schedule for 2025

January 13

Carrie
Mary

February 10

Samantha
Katie

March 10

Robin
Liz

April 14

Mary
Samantha

May 12

Katie
Liz

June 9

Robin
Carrie

July 14

Mary
Samantha

August 11

Carrie
Liz

September 8

Samantha
Katie

October 13

Robin
Liz

November 10

Mary
Carrie

December 8

Robin
Katie

Bill Review Schedule for 2026

January 12

Samantha
Mary

February 9

Robin
Carrie

March 9

Liz
Katie

April 13

Mary
Robin

May 11

Carrie
Liz

June 8

Samantha
Mary

July 13

Katie
Robin

August 10

Samantha
Liz

September 14

Robin
Carrie

October 12

Liz
Katie

November 9

Mary
Samantha

December 14

Carrie
Katie