

## 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. Grievance Presentation Ralston Education Association  
**Speaker(s):** Multiple
  - 6.2. Government Relations Update  
**Speaker(s):** Mr. Jason Buckingham
  - 6.3. NASB Updates and Information  
**Speaker(s):** Mrs. Elizabeth Kumru
  - 6.4. Strategic Plan Update  
**Speaker(s):** Multiple
  - 6.5. Policy Review spreadsheet and organization  
**Speaker(s):** Jason Buckingham
  - 6.6. Budget Adoption Calendar  
**Speaker(s):** Aaron Bredenkamp
  - 6.7. Ralston Schools Foundation appointment of BOE members for the 2026 calendar year.
7. Board Action Items
  - 7.1. Removal of Policy 2019 Voting Method (Action)  
**Speaker(s):** Jason Buckingham
  - 7.2. Removal of Policy 3052 Sales Calls and Demonstrations (Action)  
**Speaker(s):** Jason Buckingham
  - 7.3. Removal of Policy 6052 Correspondence and Night Courses (Action)  
**Speaker(s):** Jason Buckingham
8. Policy Review
9. Executive Session Disclosure
  - 9.1. Executive Session (Action)
10. Pre-Adjournment Information and Activities

- 10.1. Announcements
  - 10.2. Board of Education Supplemental Meeting Information
  - 10.3. Future Board Calendar
11. 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: \_\_\_\_\_

Brady Timm  
[brady.timm@ralstonschools.org](mailto:brady.timm@ralstonschools.org)  
1/16/2026  
Ralston Public Schools

Dear Mr. Cano and Dr. Pivonka,

I am writing to formally resign from my position as a social studies teacher at Ralston High School, effective at the end of the 2025-2026 school year.

I am grateful for the opportunity to have worked with the dedicated staff, students, and community at Ralston Public Schools. My time here has been rewarding, and I truly appreciate the support and experiences I have gained during my tenure.

I have accepted a teaching position at Bennington High School for the upcoming school year. I am committed to ensuring a smooth transition and am happy to assist in any way possible.

Thank you again for the positive environment and professional growth I have experienced at Ralston. I wish the school, students, and staff continued success in the future.

Sincerely,

Brady Timm  
Social Studies Teacher

Ralston High School

Heather Calabro  
1406 Savannah Drive, Papillion, NE; 68133  
(402)239-2732  
h.debuhr@live.com

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January 19, 2026

Ralston Public Schools/Wildewood Elementary  
8545 Park Drive  
Omaha, NE, 68127

Dear Ralston Public Schools and Wildewood Elementary,

I am writing you to inform you that I will be resigning from my position as a Second Grade Teacher with Wildewood Elementary at the end of the school year. My last day of employment will be May 22nd, 2026.

I appreciate the opportunities that this school has provided me, as well as the professional guidance and support that has allowed me to grow within this role. Although I will sincerely miss this position, my colleagues and the school community, I have found a new position which allows me to work closer to home. This has always been a goal of mine, so it is the right time to move onto new challenges and opportunities. I wish the Ralston Public Schools all the success in the future.

If I can be of any assistance during this transition, I'd be happy to help.

Sincerely,

Heather Calabro

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

**Monday, January 12, 2026**

The Ralston Public Schools Board of Education met in an open, public session on Monday, January 12, 2026. The meeting took place at the Virginia Moon Administrative Center, 8545 Park Drive, Ralston, NE. The district provided advance notice by publication in *The Omaha Daily Record* and on the district's website, [www.ralstonschools.org](http://www.ralstonschools.org).

**Call to Order**

Superintendent, Mr. Jason Buckingham, called the meeting to order at 6:00 pm

**Board of Education Reorganization**

The Board of Education conducted the 2026 officer reorganization. Below are the results of the reorganization.

- **President:** A nomination of Mrs. Carrie Hough for Board President was made with a motion by Ms. Mary Roarty and second by Mrs. Robin Richards.

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

- **Vice-President:** A nomination of Ms. Mary Roarty for Board Vice-President was made with a motion by Mrs. Samantha Willey and second by Mrs. Katie Krause.

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

- **Secretary:** A nomination of Mrs. Liz Kumru for Board Secretary was made with a motion by Mrs. Robin Richards and second by Mrs. Samantha Willey.

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

- **Treasurer:** A nomination of Mrs. Robin Richards for Board Treasurer was made with a motion by Mrs. Liz Kumru and second by Mrs. Samantha Willey.

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

### **Roll Call**

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

### **Consent Agenda**

Consent agenda items include:

- Minutes from the December 8, 2025, meeting
- December 2025 Financial Report
- December 2025 bills in the amount of \$561,766.84 for the General Fund, and \$166,001.70 for the Special Building Fund.

Prior to the meeting, Ms. Mary Roarty and Mrs. Samantha Willey reviewed the bills.

Resignation letters from the following:

- Jodell Shymkiewicz (BF)
- Kyleah Schmidt (RHS)
- Dayana Johnson (SY)
- Paige Todd (SY)
- Christina Ulrich (SY)
- Langston Hoover (MB)
- Kelly Carver-Clemts (MB)
- Kelly Madison (RHS)
- Sandi Miller (SY)
- Sue Petersen (RHS)
- Nick Birdsley (RHS)
- Kyle Young (RHS)

Recommend the following teachers to be hired for the 2025-2026 school year on a replacement contract.

• **Kayleen Kallweit** – Meadows Elementary. BA from University of Kearney, currently a Substitute Teacher with Ralston Public Schools.

• **Nicole Wells** - Psychologist, Ralston High School. B.S. in Psychology at Ne. Wesleyan, M.A. & Ed. S from UNL. She will be replacing Kyleigh Schmidt.

Recommend the following teacher to be hired for the 2026-2027 school year:

**Kayleen Kallweit** - Elementary. BA from University of Kearney, she is currently on a replacement contract for April Pinkes at Meadows Elementary.

**Anna Sitzman** - Elementary, Seymour. BA from Brewton Parker College in Ga. Currently, she is a Reading Interventionist at Treutlen County Board of Education.

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

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

### **BOARD DEVELOPMENT AND COMMUNICATION**

#### **Board Comments**

- Each Board member expressed their thanks and appreciation to the employees resigning and retiring, particularly those with over 25 years of service.
- Mrs. Willey recognized the district for the ways in which they help keep employees with the district long term.
- Mrs. Krause had positive feedback on the IXL competitions and one-to-one iPad implementation. She also noted that the kindergarten enrollment signs look great.

#### **Mrs. Richards:**

- Attended the Board of Education Agenda Meeting.
- Attended a holiday get-together hosted by our District lobbyist, Mr. Joe Kohout.
- Attended a winter band concert.
- Volunteered her time to be a guest speaker in Mrs. Dunn's class at RHS.

#### **Mrs. Kumru:**

- Participated in NE State Senator Margo Juarez conference call.
- Participated in the Nebraska Information Technology Council meeting.
- Will be attending the Legislative Issues Conference on 1/25/26.

Mrs. Kumru also recognized the following school and student celebrations:

- Chance Rodriguez, fifth grader at Blumfield Elementary, for being selected by the Nebraska Department of Transportation for their annual Naming of the Snowplow competition.
- Ralston High School senior, Gregory Overfield, for being on the student panel at the 16<sup>th</sup> Annual NE Children's Hospital Health & Education Summit, sponsored by Project Harmony.
- Makenzie Macrander, Brayden Vandervort, and Makayla Hargrave (RHS seniors) for continuing their academic and athletic careers by signing their college letters of intent.
- RHS fall athletic and activity students who were recognized for their conference and state honors.
- Second grade storyteller club students at Mockingbird & Meadows Elementary. Schools who presented their stories to their classmates and did an excellent job.

**Ms. Roarty:**

- Participated in mock interviews at Ralston High School.

**Mrs. Hough:**

- Participated in mock Interviews at Ralston High School.
- Participated in NE State Senator Margo Juarez conference call.
- Attended a holiday get-together hosted by our District lobbyist, Mr. Joe Kohout.
- Will be attending the Legislative Issues Conference on 1/25/26.

**District Financial Report**

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

**Government Relations Update**

Mr. Buckingham updated the Board regarding Legislative issues.

**NASB Update**

- Legislative Issues conference on 1/25/26
- Presidents retreat on 2/16/26
- Budget & Finance workshop in Seward, NE on 3/10/26
- Annual National Meeting in San Antinio on 4/10/26
- Federal Advocacy in Washington DC on 4/26/26

**Enrollment Update**

Dr. Sara Zabrowski-Gates reviewed the enrollment information with the Board. The district currently is up 22 students from this time last year, putting us over 3,500 students. Option enrollment applications are incoming, and the kindergarten letters went out this week, and pre-K registration starts February 2, 2026.

**Strategic Plan Update**

Dr. Sara Zabrowski-Gates, Mrs. Jen Pollock, Mrs. Megan Harding, Dr. Aaron Bredenkamp & Dr. Ryan Pivonka gave the Board Updates on the five-year Strategic Plan. Updates were provided in Teaching and Learning and Staffing, Support, and Leadership.

**Additional Board Action Item**

**District Service Providers**

Ms. Mary Roarty motioned to approve the district service provider list as presented. The motion was seconded by Mrs. Katie Krause.

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

**Title IX Coordinator Appointment**

Mrs. Katie Krause motioned to approve Dr. Ryan Pivonka to serve as the Ralston Public Schools Non-Discrimination Compliance Coordinator and Title IX Coordinator. The motion was seconded by Mrs. Samantha Willey.

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

**Board of Education Subcommittee and Americanism Committee Assignments**

Mrs. Robin Richards motioned to approve the subcommittee and Americanism Committee membership as follows: Robin Richards and Katie Krause on the Teaching and Learning Subcommittee, Carrie Hough and Liz Kumru on the Human Resources and Finance Subcommittee, Samantha Willey and Mry Roarty on the Building and Grounds Committee and all board members on the Americanism Committee. The motion was seconded by Ms. Mary Roarty.

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

**Removal of Policy 6050 School Year**

Mrs. Katie Krause motioned to approve removal of Policy 6050, School Year, per recommendation of our policy service. The motion was seconded by Mrs. Samantha Willey.

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

**Ralston High School A-Wing Roof Repair Bid**

Mrs. Samantha Willey motioned to approve the bid from White Castle Roofing in the amount of \$323,565 for the replacement of the A-Wing roof at Ralston High School. The motion was seconded by Ms. Mary Roarty.

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

**Meadows Elementary Roof Repair Bid**

Mrs. Katie Krause motioned to approve the bid from Drey Roofing in the amount of \$513,294 for the replacement of the roof at Meadows Elementary. The motion was seconded by Ms. Mary Roarty.

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

**Wildewood Elementary Roof Repair Bid**

Ms. Mary Roarty motioned to approve the bid from Martino Roofing in the amount of \$555,692 for the partial replacement of the roof at Wildewood Elementary. The motion was seconded by Mrs. Samantha Willey

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

**Ralston Middle School Roof Repair Bid**

Ms. Mary Roarty motioned to approve the bid from White Castle Roofing in the amount of \$129,000 for the partial replacement of the roof at Ralston Middle School. The motion was seconded by Mrs. Samantha Willey

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

**Ralston Middle and Ralston High School Roof Reconditioning Bid**

Mrs. Katie Krause motioned to approve the bid from Blackhawk Roofing of Nebraska in the amount of \$223,272 for the reconditioning of a portion of the roof at Ralston Middle and Ralston High School. The motion was seconded by Mrs. Samantha Willey

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

**Policy Review**

The Board and Administration reviewed proposed policies:

3052 Sales Calls and Demonstrations  
3060 Firearms and Weapons for Non-Students  
4013 Grievance Procedure  
6052 Correspondence / Night School Courses  
2019 Voting Method

**Executive Session**

Ms. Mary Roarty motioned to enter Executive Session to discuss a personnel matter at 7:30 pm. The motion was seconded by Mrs. Katie Krause.

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

**Leave Executive Session**

Mrs. Robin Richards motioned to come out of Executive Session at 7:56 pm. The motion was seconded by Mrs. Katie Krause.

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

**Adjournment**

The Board voted to adjourn the meeting at 7:59 pm with a motion made by Mrs. Robin Richards and a second by Ms. Mary Roarty.

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

The next regular meeting is scheduled for January 26, 2026, at 6:00 pm.

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Mrs. Carrie Hough, President

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Mrs. Liz Kumru, Secretary

**BEFORE Ralston Public Schools**

IN RE GRIEVANCE OF )  
Article III. Fringe Benefits; F. Personal Leave )  
November 21, 2025 ) **GRIEVANCE STEP 1**

***Nature of Grievance***

The Grievant, the Ralston Education Association (REA), serves as the certified (2/10/82), recognized, and exclusive bargaining agent of the certified teachers employed by the School District of Ralston.

It has come to the attention of the REA that the School District's administration has unilaterally altered the established and mutually accepted past practice concerning the granting of personal leave. Specifically, the administration has decided to apply Article III, Fringe Benefits, Section F. Personal Leave, paragraph 4, which states:

*"Personal leave requests that extend a school break period or would include the first or second week of school will require approval of the building principal. Leave requests may be denied if the number of teacher absences exceeds 10% of the building's certified instructional staff for the day. Absences will be granted on a first come, first served manner."*

to all personal leave requests, rather than limiting its application to situations involving school breaks or the beginning of the school year, as has been the consistent past practice. This constitutes a deviation from established application and a violation of the collective bargaining agreement between the parties.

***Relief Requested***

The Ralston Education Association respectfully requests that the School District of Ralston take the following action:

- Resume the previous and established practice of granting personal leave as historically administered prior to the recent change; and

- Cease and desist from applying Article III, Section F, paragraph 4 in a manner inconsistent with past practice and the negotiated intent of the collective bargaining agreement.
- A written communication will be sent out to all certified staff from each building principal or Central Office within one week stating that we are returning to the practice of granting personal leave following the language and practice previously established by the 2010/2011 contract through October 2025.

Respectfully submitted,

  
Alicia George, REA President

  
Stacey Stoffel, Lead Negotiator



Mr. Jason Buckingham

Superintendent

Dr. Aaron Bredenkamp

Assistant Superintendent for Business

Dr. Sara Zabrowski-Gates

Assistant Superintendent for Teaching and Learning

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## MEMORANDUM

**VIA HAND-DELIVERY AND  
EMAIL (alicia\_george@ralstonschools.org)**

To: Alicia George, President of the Ralston Education Association

From: Jason Buckingham

Re: Grievance Determination

Date: December 4, 2025

Ralston Education Association (“REA”) submitted a grievance to me on November 21, 2025 (the “Grievance”). Per the Negotiated Contract between Ralston Public Schools (the “District”) and the REA, a meeting was scheduled and took place on November 21, 2025. In attendance at the meeting were Alicia George (REA President), Stacy Stoffel (REA Chief Negotiator), and Jason Buckingham (District Superintendent). This letter is the District’s written response to the Grievance and the actions requested in the Grievance.

### **Determination of the Grievance/Actions Requested**

Article III(F) of the Negotiated Contract between the REA and the Ralston Board of Education states as follows:

(F) Personal Leave: Personal leave shall be awarded at the hourly equivalent of 8 hours per day, prorated to the employee’s FTE status. Each employee shall be granted paid leave each contract year for personal reasons as described below. The employee need not give a reason for the leave.

(1) All employees who have taught in the Ralston School District for 19 consecutive contract years or fewer will be granted two days (16 hours) of personal leave.

(2) At the start of their 20<sup>th</sup> consecutive contract year of teaching in Ralston, employees of the district will be granted three days (24 hours) of personal leave

(3) All certified personnel may accumulate up to a total of five personal days (40 hours).

(4) Personal leave requests that extend a school break period or would include the first or second week of school will require approval of the building principal. Leave requests may be denied if the number of teacher absences exceeds 10% of the building’s certified instructional staff for that day. Absences will be granted on a first come, first served manner. (underlining supplied.)

The REA claims that Article III, Section F, paragraph 4 should not apply to all personal leave requests but only to “...situations involving school breaks or the beginning of the school year.” The REA’s

Actions Requested in the Grievance are: 1) the District resume “the previous and established practice of granting personal leave as historically administered prior to the recent change”<sup>1</sup>; 2) the District cease and desist from applying Article III, Section F, paragraph 4 in a manner inconsistent with past practices and the negotiated intent of the collective bargaining agreement; and 3) a written communication be sent out to all certified staff from each building principal or Central Office within one week stating the District is returning to the practice of granting personal leave following the language and practice previously established by the 2010/ 2011 contract through October 2025. Below are specific responses to each of the actions requested.

1. Action Requested. Resume the previous and established practice of granting personal leave as historically administered prior to the recent change.

a. *Determination.* This request is denied.

b. *Discussion.*

- i. When certified staff are on personal leave, the District is cognizant of the strain unfilled substitute positions have on our staff. Generally, if a substitute position is unfilled, it is covered by another staff member, or the class is combined with another class for the day. When a present staff member is required to cover for an absent staff member, it diminishes the ability of the present staff member to teach students their students as they normally would, or it may cause the forfeiture of their plan time, thus diminishing the present staff member’s ability to teach and effectively prepare future lessons. In the elementary schools this may mean a Specialist, Special Education, English Learner or other Student Services personnel would be unable to provide their services for the day as they cover for an unfilled absence. Additionally, the District has received feedback from staff about the amount of stress covering additional classes places on our teachers. The District has examined many different aspects regarding the shortage of available substitute teachers and is exploring many different options on how to attract and retain substitute teachers. We currently pay the same or higher rate for daily substitutes as every district in the Metro, with the exception of Omaha Public Schools. Despite these efforts, the continuing lack of sufficient substitute teachers requires the District to exercise its right to limit personal leave under certain conditions set forth in the Negotiated Contract.
- ii. As listed in Article III, Section F, paragraph 4, the Negotiated Contract states “[l]eave requests may be denied if the number of teacher absences exceeds 10% of the building’s certified instructional staff for that day.” Ten percent represents a significant number of absent staff, and this has a detrimental impact not only on staff being forced to cover unfilled positions, it also has a

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<sup>1</sup> To clarify: While the REA asserts that “recent practice” limited the denial of requests under Article III, Section F, paragraph 4 to personal leave extending a school break or including the first or second week of school, the District maintains that the remaining conditions in that paragraph have historically been enforced for personal leave outside those periods.

negative impact on student learning. The ability of administration to more effectively regulate the number of planned absences on any given day is important in maintaining a productive learning environment.

- iii. Furthermore, the REA's claim that denying any personal leave request when teacher absences exceed 10% of a building's certified instructional staff violates the collective bargaining agreement is incorrect. The Negotiated Contract clearly states: "Leave requests may be denied if the number of teacher absences exceeds 10% of the building's certified instructional staff for the day," followed by, "Absences will be granted on a first come, first served manner." While the first sentence of Article III, Section F, paragraph 4 addresses personal leave requests that extend a school break or include the first or second week of school, the subsequent sentences impose general operational limitations on all personal leave. There are no qualifiers restricting these rules to specific periods of leave, which is clear from the fact that the second sentence does not begin with "such leave requests." The plain language of the Negotiated Contract allows the District to limit personal leave based on these conditions. It would be illogical for the Contract to provide a building-wide denial standard only for a small subset of dates and be silent on any standard for all other days when staffing constraints are just as real. The parties resolved that operational need by adopting a uniform 10% threshold and a first-come, first-served allocation rule.

2. Action Requested: Cease and desist from applying Article III, Section F, paragraph 4 in a manner inconsistent with past practices and the negotiated intent of the collective bargaining agreement.

- a. *Determination*: This request is denied.

- b. *Discussion*:

- i. The plain language of the Negotiated Contract expressly provides the managerial right to limit planned leave in the event of excessive staff absenteeism on a given day. That threshold is set at 10% and remains enforceable, even if recent practice favored granting personal leave. Past practice confirms that such denials have occurred, and this contractual language is expressly included in the Negotiated Contract. As stated above, the changes to the availability of substitute teachers have created some unique circumstances that may require the denial of a personal leave request on occasion. Moreover, as also addressed above, the language of the Negotiated Contract allows the District to limit personal leave based on these conditions. As such, it is not "inconsistent with past practices" or "the negotiated intent of the collective bargaining agreement" for the District to exercise this right.
- ii. Article IV(C) states that the Agreement "constitute[s] the entire agreement between the parties for the life of the contract," and except as provided, neither party is obligated to bargain further on covered subjects. To the extent REA

points to how paragraph 4 “has been” administered (which the District disputes) before October 2025, the parties’ current, mutually executed language controls going forward.

3. Action Requested: A written communication be sent out to all certified staff from each building principal or Central Office within one week stating we are returning to the practice of granting personal leave following the language and practice previously established by the 2010/ 2011 contract through October 2025.

- a. *Determination*: This request is denied.

- b. *Discussion*:

- i. As set forth in the November 21, 2025 meeting and in this letter, it is the position of the District that personal leave may be denied per the conditions set forth in Article III, Section F, paragraph 4. Accordingly, such a communication of a return to recent practice will not be made at this time.

#### **CONCLUSION/NEXT STEPS**

Per the Negotiated Agreement between the REA and the District, if my determination is not satisfactory to the REA, then it has seven (7) contract days to appeal the determination to the Board of Education. The Board then has thirty (30) days to hear the grievance, and shall issue a written decision within seven (7) days of the hearing.

Jason Buckingham

Superintendent

# 2026 Legislative Session\*

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

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

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

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

## Federal & State Holidays

January 19 – Martin Luther King Jr. Day  
 February 16 – Presidents' Day

## Legislative Recess Days

February 13  
 March 2, 13, 16, 27  
 April 3, 6, 13, 14, 15, 16

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



## 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.**

# 2026 LEGISLATIVE COMMITTEES

## Committee on Committees Report Standing Committees

Updated 01/13/2026

### **Agriculture (8)**

***Rm. 1023 – Tuesday***

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

### **Appropriations (9)**

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

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

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

***Rm. 1507 – Monday & Tuesday***

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

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

***Rm. 1200 – Monday***

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

### **Education (8)**

***Rm. 1525 – Monday & Tuesday***

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

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

***Rm. 1023 – Monday***

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

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

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

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

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

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

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

### **Judiciary (8)**

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

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

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

***Rm. 1023 – Wednesday, Thursday, & Friday***

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

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

***Rm 1525 – At call of Chair***

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

### **Revenue (8)**

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

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

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

***Rm. 1510 – Monday & Tuesday***

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

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

***Rm. 1200 – Tuesday***

McKinney (C), Clouse (VC), Andersen, Cavanaugh, J., 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), DeBoer (VC), Bostar, Hansen, Ibach, Arch (ex officio)

## Special Committees

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

Hughes (C), Wordekemper (VC), Brandt, Clements, Dorn, Vacant

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

Hughes, Juarez, Lonowski

### **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)**

Bosn (C), Cavanaugh, J., Holdcroft, Prokop, Rountree

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

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

### **Legislature's Planning Committee (9)**

DeBoer (C), Strommen (VC), Arch, Bostar, Clements, Hansen, Holdcroft, Quick, Riepe,

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

Cavanaugh, J., Hughes

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

Raybould (C), DeKay (VC), Guereca, Hunt, Meyer, Rountree, Spivey

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

Arch, Ballard, Bostar, Brandt, DeKay, Dover, Hansen, Holdcroft, Jacobson, Raybould, Strommen, von Gillern



# 2026

# Advocacy Handbook

## For the 2026 Legislative Session

**NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2026  
AND A GUIDE FOR EFFECTIVE ADVOCACY**

**AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 21, 2025**



**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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## TABLE OF CONTENTS

<b>Welcome - Your Role, Advocacy &amp; Engagement</b>	<b>Pages 2-3</b>
<b>NASB Positions Quick Glance</b>	<b>Page 4</b>
<b>Your NASB Standing Positions</b>	<b>Pages 5-10</b>
<b>Your 2026 NASB Legislation Committee</b>	<b>Page 11</b>
<b>Your 2025-26 State Senators</b>	<b>Pages 12</b>

## WHAT NASB CAN 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



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## CALENDAR & RESOURCES

- January 7 - Legislative Session Begins (60-Day)
- January 20 - Public Hearings begin
- January 25-26 - Legislative Issues Conference ... JOIN US!
- March 3 - Full day floor debate begins
- April 17 - Final Day of the Session
- April 26-29 - Federal Advocacy Fly-In - Washington, DC
- May 12 - Statewide Primary Election
- July 1 - Legislative Proposals for the 2027 Session Due
- November 3 - Statewide General Election
- November 20 - Delegate Assembly - Omaha

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](https://www.x.com/NASBonline)  
 NASB Facebook: [www.facebook.com/NASBonline](https://www.facebook.com/NASBonline)  
 NASB Videos: "NASB Home - News & Resources - Videos"

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

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

# 2026 YOUR ROLE IN ADVOCACY & ENGAGEMENT

Leadership

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109<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> SESSION

## WHAT IS YOUR ROLE?

### Engaging in advocacy happens all year long.

When the legislature inserts itself into the boardroom or the classroom, lawmakers need to hear from YOU.

### Advocating for LOCAL CONTROL is critical.

Here's what you can do:



## STAY INFORMED - KNOW THE PROCESS - ENGAGE

### STAY INFORMED

- Track the legislation that impacts your district ... Have the data that tells your story
  - Spending - Student Demographics - School Needs - Community Feedback
- Attend the Legislative Issues Conference & State Education Conference
- Get updates from NASB's Advocacy Team

### KNOW THE PROCESS

- The 60-Day Session starts Wednesday, January 7. Bill introduction is the first 10 days of the Session. Committee Hearings take place the first 30 days. Priority Bills are identified mid-February. 60-Day Session ends around mid-April.
- Legislative Issues Conference: January 25-26 - Lincoln

### ENGAGE

- Facilitate regular meetings with your representative. Engage in the process; go on record!
  - Come testify - Write a letter - Send an email
- Come to Lincoln for a Day at the Capitol
- Consider becoming one of NASB's "expert, go-to members" in an area where you can engage!

## NASB CAN ASSIST YOU ... JUST ASK!

### DID YOU KNOW: We LIVE Here!

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.



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 formulates its stance on legislation in collaboration with the Legislation Committee, whose guidance reflects both the technical and political complexities of the amendment process.

2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

## 109<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> 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.

### BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

- S-1 Board Development
- S-2 Board Recognition
- S-3 Business and Education Partnerships
- S-4 Collaborative Services to Youth
- S-5 Leadership Team
- S-6 Parent Involvement
- S-7 Policy
- S-8 Use of Accountability Data for School Improvement

### CONDITIONS OF CHILDREN

- S-9 Abuse of Alcohol, Tobacco, & Other Drugs
- S-10 At-Risk Students and the Achievement Gap
- S-11 Cooperation with HHS
- S-12 Early Childhood Education
- S-13 Option Enrollment; Homebound Students
- S-14 Option Enrollment Limitation
- S-15 Liability for Medication Administration
- S-16 Mental & Behavioral Health
- S-17 Nutrition Education/Student Wellness
- S-18 Safe School Environment
- S-19 Statewide Poverty/Trauma Funding
- S-20 Student Discipline

### CURRICULUM & INSTRUCTION

- S-21 Access to Equal Education Opportunities
- S-22 Achievement Test Score Use
- S-23 Assessment of Student Learning
- S-24 Cultural Diversity
- S-25 Curriculum Adoption
- S-26 Library/Media Content
- S-27 Responding to Special Education Costs
- S-28 Student Expression
- S-29 Support of Early Childhood in the Community
- S-30 Technology

### FUNDING & FINANCE

- 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 Option Enrollment
- S-50 Property Tax Reform/Relief

- S-51 Reset the Revenue Lid
- S-52 Revenue Reductions from Valuation Losses
- S-53 Districts Dealing with Unanticipated Revenues
- S-54 Funding Must Be Predictable and Sustainable
- S-55 Special Building Fund Tax Levy Exclusion
- S-56 State Funding System
- S-57 Uniform Valuation Calculation for State Aid
- S-58 Vouchers and Tax Credits

### GOVERNANCE & STRUCTURE

- S-59 Accountability
- 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 Possession of Firearms on School Grounds
- S-68 School Consolidation
- S-69 Personal Liability
- S-70 Publication of Minutes, Receipts, & Expenditures
- S-71 Restriction of Resources & Board Responsibilities
- S-72 School Activities
- S-73 School Calendars
- S-74 Updating notice requirements

### PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

- S-75 Activity Assignments
- S-76 Compensation
- S-77 Criminal Background Checks
- S-78 Employee Bonuses and Incentives
- S-79 Employee Support
- S-80 Medical Insurance
- S-81 Recognition
- S-82 Retirement
- S-83 Scope of Bargaining
- S-84 Staff Development and Evaluation

### STATE POLICY

- S-85 Advisory Groups
- S-86 Choice and Affiliation
- S-87 Constitutional Rights & Responsibilities
- S-88 Corporate Sponsorships in Schools
- S-89 Educational Service Units
- S-90 Guiding the P-16 Effort: 21st Century Skills
- S-91 Independent School Districts
- S-92 Local Control for Public PK-12 Schools
- S-93 Local District Advocacy
- S-94 NDE Authority
- S-95 Nonpublic Schools Standards
- S-96 Policy Leadership & Vision on the Future of PK-12
- S-97 Voting Higher Than a Simple Majority

... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 8, 2025  
 ... AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 9, 2025  
 ... AND APPROVED BY THE DELEGATE ASSEMBLY ON NOVEMBER 21, 2025

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**

**S-7 — Policy** - NASB considers it imperative that boards of education adopt clearly defined, flexible policies after input from the administration, parents, employees, and other interested parties. Policies, based on a clear understanding of the education process, should be thoroughly reviewed annually. The execution of policy is the responsibility of professional administrators and staff. (prior to 1995)

**S-8 — Use of Accountability Data for School Improvement** - NASB supports using school accountability data to determine potential strategies/resources for helping schools improve. We support the concept of growth or learning mindset which suggests that school effectiveness is assessed as an improvement process. Our perspective is that all schools in Nebraska are important and have opportunities to become more effective as quality educational systems. (2020)

**BELIEF STATEMENTS FOR AN EFFECTIVE BOARD**

**CONDITIONS OF CHILDREN**

**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-9 — Abuse of Alcohol, Tobacco, & Other Drugs** - NASB supports efforts by boards of education and state and national officials to strictly enforce policies regarding the sale, use or possession of illegal drugs including methamphetamine, marijuana, THC products and synthetic equivalents of THC and marijuana, alcohol, tobacco, nicotine products, vapor products (including e-cigarettes), and any products intended by appearance or effect to replicate tobacco products on school property. The designation of "drug free zones" near schools is also urged. (prior to 1995, amended 2015)

**S-10 — At-Risk Students and the Achievement Gap** - NASB recognizes that there are many children and youth who are experiencing special difficulties in achieving high education standards. NASB supports increased funding to help close the gap in educational opportunity and educational achievement, and urges boards of education to work with, and obtain increased funding from the state Legislature, as well as state and federal education agencies to assist at-risk children and youth in making adequate educational progress. (prior to 1995, amended 2009)

**S-11 — Cooperation with HHS** - NASB supports legislation which mandates cooperation and consultation with school districts as it relates to the placement of children under the custody of DHHS. Comprehensive information about a child's educational needs should be shared with a school district prior to the placement of a student in a new school district. (2020)

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**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 — Option Enrollment; 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, 2025)

**S-14 — Option Enrollment 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, 2025)

**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 &amp; 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)

## FUNDING &amp; 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)

2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

109<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> SESSION

**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)

**S-49 — Option Enrollment** - NASB supports the ability of districts to manage their student population as it relates to option enrollment taking into consideration the capacity and workforce of the district (2025)

**S-50 — 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-51 — 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-52 — 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)

109<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> SESSION

**S-53 — 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-54 — 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-55 — 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-56 — 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-57 — 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-58 — 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, vouchers, or funding 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, 2025)

## GOVERNANCE &amp; STRUCTURE

**S-59 — 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-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)

**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)

109<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> SESSION

**S-67 — 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-68 — School Consolidation** - 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, 2025)

**S-69 — 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-70 — 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-71 — 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-72 — 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-73 — School Calendars** - NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

**S-74 — Updating notice requirements** - NASB supports updating notice requirements for all school board meetings that recognizes available technology. (2022)

## PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

**S-75 — 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-76 — 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-77 — 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-78 — Employee Bonuses and Incentives** - NASB supports legislation creating a comprehensive plan to recruit, retain and reward highly qualified individuals for teaching professions throughout the state, including offering incentives to encourage employees to sign a contract of employment. (2001, amended 2015)

**S-79 — 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-80 — 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-81 — 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-82 — 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-83 — 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-84 — 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-85 — 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-86 — 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)

109<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> SESSION

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

**S-89 — 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-90 — 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-91 — Independent School Districts** - NASB supports the independence of established PK-12 school districts and also supports the cooperation and equalization of opportunity among school districts within learning communities. NASB believes that any legislation introduced impacting school districts or learning communities should seek to give districts and learning communities equalized resources. Any legislation should also allow these independent districts to maintain their right to governance, district curriculum, and the allocation of resources. (2006, amended 2013)

**S-92 — 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-93 — 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-94 — 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-95 — 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-96 — 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-97 — 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)

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# 2026 YOUR 2026 NASB LEGISLATION COMMITTEE

**Leadership      Innovation      Vision      Engagement      #liveNASB**

**109<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> SESSION**

 Committee Chair Ed Swotek Malcolm	 NASB President Stacy Jolley Millard	 NASB Secretary / Member 7 Suzanne Sapp Ashland-Greenwood	 Member 1 Jane Erdenberger Omaha	 Member 2 Kimara Snipes Omaha	
 Member 3 Piyush Srivastav Lincoln	 Member 4 Mara Krivohlavek Lincoln	 Member 5 Marcus Madler Papillion La Vista	 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 Jayson Bishop Perkins County	 Member 16 Mary Yilk ESU 9	 Appointed Member Lisa Albers Grand Island	 Appointed Member Skip Altig North Platte	
 Appointed Member Pam Holcomb Broken Bow	 Appointed Member Mike Palmer Sidney	 Appointed Member Jason Richters Centennial	 Appointed Member Dan Scheer St. Paul	 Appointed Member Jeremy Shuey Plattsmouth	 Appointed Member Brad Wilkins Ainsworth

**Term Ends 2026 for Appointed Members**

**Term Ends 2026 For Odd # Members**

**Term Ends 2028 For Even # Members**

**2,000,000 Nebraskans    329,000 Students    1,700 Locally Elected School Board Members    260 Member Districts/ESUs    ONE NEBRASKA**

**Leadership      Innovation      Vision      Engagement      #liveNASB**

**109<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> 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



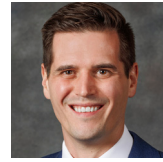
Sen. Glen Meyer  
District 17 - Pender



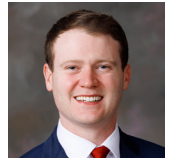
Sen. Christy Armendariz  
District 18 - Omaha



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 Bosh  
District 25 - Lincoln



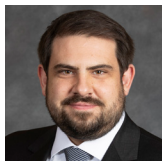
Sen. George Dungan  
District 26 - Lincoln



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



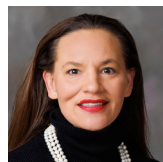
Sen. Tanya Storer  
District 43 - Whitman



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

**2,000,000 Nebraskans    329,000 Students    1,700 Locally Elected School Board Members    260 Member Districts/ESUs    ONE NEBRASKA**

## Finance/Facilities Action Steps

Continue to assess and identify areas of our facilities in need of improvement, including life safety, comfort, air quality and conduciveness to learning.

After completion of the bond projects, compile a list of all projects left to be completed. The district will reevaluate the priority status of the work remaining and will create a new Facility Assessment plan by 2027.

Develop a repair/replacement schedule for roofing, HVAC and Technology Replacement

Paired with this new facility assessment, the district will compile a technology replacement schedule to include eventual replacement of the classroom technology now installed. Additionally replacement schedules will be drafted for technology infrastructure replacement including servers, switches and wireless access points. Schedules to be completed and shared with the Board by 2027.

Create and maintain a district budget that addresses short- and long-term planning strategies, including the equitable distribution of resources and the effective utilization of budget management strategies.

The district will continue to plan for the immediate and future goals, including the equitable distribution of funds. In addition to continuous monitoring, the district will report to the Board at the conclusion of fiscal year, the expenditure of funds for each building. Included in the report will be staffing, funds expended per student, demographic data and experience level of teaching staff.

Continue to maintain financial stability through the use of sound financial strategies. This shall include pursuing new grant/alternative funding to offset the costs of construction, personnel, supply and equipment purchase. Specifically, the District shall report to the Board the amount of grant dollars received each year at the conclusion of the fiscal year.

Identify areas of opportunity for cost reduction and efficiency improvement.

The district will continue to monitor areas for efficiency improvement and cost reduction on an ongoing basis. The de-implementation of some prior initiatives and contracts will be evaluated as we become more streamline in our approach. The district will report to the Board on an ongoing basis change in personnel, services or contracts that significantly reduce the costs to the district.

## HR, Staffing, Support and Leadership

Enhance our current candidate pool to include more staff that resemble our current student body.

The district shall compile, on an annual basis, a report outlining the number of staff members by employment class and the diversity of those employment classes. Data shall be compared year over year and presented to the HR Staffing and Support Subcommittee.

Create a climate and culture that best fosters engagement, safety and belonging.

The district shall on an annual basis survey our students and staff on areas including class engagement, student safety, and how connected they feel to their school and staff members. (Frameworks survey)

The district will continue to report to the BOE on student attendance rates and current initiatives each school is implementing to create a sense of belonging for each student. Each school shall present their initiatives to the Board during their annual School Improvement presentation.

Continue to build upon our internal employment pipeline by sponsoring internships, leadership education classes, paraprofessional to teacher programs and Educator Rising.

The district shall annually present to the Board any programming adopted to increase the number of internal candidates for employment. This will include a comparison of the participation numbers year over year in programming. Additionally any certified or classified positions filled by either former students or current staff will be presented.

Offer professional development opportunities which are timely and relevant to staff from induction to retirement.

The district shall continue to gather feedback at the conclusion of each professional development day and will adjust the schedule of future professional development offerings based on staff feedback. The District will present the feedback information to the HR, Staffing, Support and Leadership Subcommittee, as well as plans for future professional development to the HR, Staffing, Support and Leadership subcommittee.

Grow a culture of distributed leadership, teamwork and staff engagement.

Continue to involve staff members in the decision-making process. Increase opportunities for staff to participate through Toolbox, School Improvement Teams, and Committee work. The District shall gather data TBD.

## Community Collaboration

**Goal: Enhancing partnerships and engagement with families, community organizations, and other stakeholders by strengthening trust, collaboration and community pride within our school district.**

### Action Steps:

- Foster community participation and engagement by developing strategies to promote two-way communication with members of our community
  - Work with building administration to come up with ideas and a plan to better engage and improve attendance at Parent Teacher Conferences (Summer of 2025)
  - Work with building administration and teacher leaders to come up with ideas and a plan to enhance fall Open House events (Spring 2025)
  - Analysis of District Emails to families (frequency, subjects, who is sending, etc.)  
Develop a parent survey. Based on results and information develop a plan that helps overall district and building email communication with families. (Start in school 2024 - 2025, Draft plan end of school year 2025)
  - Discuss with Administration to find better ways to promote our Principals Open Door Policy so parents always know they can talk to them about their student, school, or concern. (2026 - 2027 school year)
  - Develop a General Contact Form on Website (Fall/Winter 2024)

- Explore a New Idea - Coffee with the Cabinet (2026-2027 school year)
- Explore ideas for engagement with the Superintendent: Supper with the Superintendent, Bingo with the Boss, etc. (2027 - 2028 after majority of construction projects complete)
- Explore ideas for parent/community engagement: Town Hall Forms - Host at buildings/schools (2027 - 2028)
  
- **Expand partnerships with local businesses, government entities, non-profit organizations and community leaders (school business partnership program)**
  - Focus group of our top five trusted District partners (2025 -2026)  
Discuss pros/cons, benefits, struggles of partnerships with schools
  - Discussion with Dr. Sara Zabrowski-Gates about blackboard Advisory Groups - can we incorporate or work together? (2025 -2026)
  - Develop/Restructure plan for School/Business Partnership Program (2025 -2026)  
Potential to have school specific partnerships  
Develop a plan to grow/expand program in years to come
  - District continued involvement on local boards (ongoing)
  - Continue to host community wide events (Auto Show, Thanksgiving Dinner) (ongoing)
  
- **Expand relationships with community organizations to provide support services, resources and opportunities for staff, students and families**
  - Develop survey to staff, students, and families to help uncover any specific needs we are currently unaware of and also affirm the ones we believe are most important. (Timeline TBA)
  - Work with District Social Worker, Student Services, and School Counselors to look over survey data to affirm or realign focus. (Timeline TBA)
  - Contact all current service providers to make sure their services are still being provided and our partnership is still in good standing. (Timeline TBA)
  - Develop an outreach plan to engage and develop relationships with new and existing community service providers. (Timeline TBA)
  - Community Resource Booklet or guide to provide those in need with provider contact Information (ongoing)  
Annual review of service providers and resource booklet (ongoing)
  
- **Empower parents and families to become more active in their children's education by involving them more thoroughly in the educational experience.**
  - Work in partnership with Teaching & Learning and Building Principals (Timeline TBA)
  - Parent Focus Group or Survey at each school (Timeline TBA)
  - Look for common themes, identify building specific needs (Timeline TBA)
  - Help brainstorm ideas for building specific plans (Timeline TBA)
  - Review schedule to see how initiatives are working/not working (Timeline TBA)
  - Provide support/resources to help in initiatives (Timeline TBA)

- Utilize multiple communication strategies to keep our patrons, families and staff informed and engaged with our current goals, initiatives and achievements
  - Develop a communication survey for our parents & staff (To be delivered on an bi-annual basis, starting in December of 2024)
  - Bi-Yearly Community Magazine to include District Updates, Events, and Achievements
    - RHS potential student involvement to write articles (2024 - 2025)
  - Annual Report (ongoing)
  - Community Postcard Program to inform citizens about upcoming District events (ongoing)
  - RPS Weekly Message (Thursdays), posted to social media on Fridays, logged on District website (archive) on Fridays. (ongoing)
  - New website design (update every two weeks, extensive training for staff) (Currently to be complete by December 2024)
  - Better staff training for mobile app, marketing campaign, user info sheet (2024 - 2025)
  - Continue our Billboard program (84th and Park) & (60th and L) (ongoing)
  - Continue to provide timely information on all Social Media accounts (ongoing)
    - Class Intercom Pilot (RMS & WW) more involvement with social media, more Diverse postings, easier to manage (2024 - 2025)
- Continue to develop engagement from our alumni through newsletters, awards and scholarship opportunities
  - Work alongside and collaborate with the Schools Foundation (ongoing)
  - Establish RHS Distinguished Alumni Award & Homecoming Awards Dinner (Fall of 2024)
  - Develop and publish annual Alumni Newsletter (2024 - 2025)
  - Continue to promote, foster, and build relationships to bolster scholarship program (ongoing)

## Teaching and Learning

**Goal - Improve academic performance and outcomes for all students while ensuring their well-being and mental health are supported.**

### Action Step

Develop an instructional framework to strengthen consistency in PK-12 educational quality.

### Strategies

- Restructure/Repurpose District Steering Committee (DSC):
  - Move DSC to Teaching & Learning, Summer 2024
  - Create roster of DSC members via recommendations from all principals, Summer 2024
  - Build capacity of cohesive understanding and shared PK-12 vision re: Curriculum, Instruction, Assessment, Learning Environment, and Engagement, 2024-2025
  - Share first iteration of RPS Instructional Model, Summer 2025
  - Provide district-wide Professional Learning to share process and current stage of work, Fall 2025
  - Continue refinements; prepare for final presentation, Summer 2026 (may adjust according to progress timeline)

- Consistently place the Framework at the center of CIP, MTSS. PLCs, Toolbox work, curriculum adoption, Professional Development, and alignment with Danielson evaluation, 2026+
- Liaisons re: the Integration of the Nebraska Framework Continuous Improvement process, ongoing

*Continuous growth measured via overall and disaggregated data from FastBridge, SAEBRS, ELPA, NSCAS, Pre-ACT, ACT, District Assessments*

## **Action Step**

Create an engaging learning environment that inspires creativity, collaboration, and problem-solving among PK-12 students, leading to improved technology skills and academic success.

## **Strategies**

- Implement Data-Driven Instruction
  - Utilize Data Dashboards to identify learning gaps and strengths
    - Introduced Summer 2024
    - 100% of core teachers will access by May 2025
  - Provide professional development for teachers on assessment and data literacy
    - Implementation of Data Toolbox, Summer 2024
    - Data Toolbox will provide building level PD, ongoing
  - Embrace the PLC culture of ongoing, organic collaboration to analyze data, share best practices, develop strategies to address student needs, and help each other grow professionally
- Unit and Lesson Design using Backward Design
  - Introduced to ELA Toolbox, June 2024
  - Toolbox members to provide building PL, 2024-2025+
  - K-12 district wide professional learning on introduction to UbD across content areas, beginning 2024-2025
  - Purposeful planning of engagement strategies written into curriculum guides, in place with consistency 2028-2029.
- Capitalize on the investment in an Instructional Technology Coach (Year 1, 2024-2025; 30% of K-12 teachers will be involved in tech coaching by 2028-2029)
  - Organize workshops, 1-1 training sessions, and online repository focused on effective technology integration, equipping teachers with the necessary skills to teach digital literacy, ensuring that students receive high-quality, relevant instruction.
- Integrate digital literacy and technology skills to prepare students for the modern workforce
  - Incorporate required Computer Science standards into existing high school courses, 2024-2025
  - Provide students with opportunities to solve real-world problems using digital tools and technology, fostering critical thinking and problem-solving skills.

*Continuous growth measured via overall and disaggregated data from FastBridge, SAEBRS, ELPA, NSCAS, Pre-ACT, ACT, District Assessments*

## Action Step

Embrace diversity, promote inclusion, and ensure that all students, regardless of background or ability, have the support and resources they need to thrive academically and personally throughout their PK-12 journey and into adulthood (annual increases in student group achievement and SEL results).

## Strategies

- Continue work with Journey to Inclusion
  - SPED Strategies with Blumfield to deepen understanding of and build strategies for impactful co-teaching , 2024-2025
  - Training in and incorporation of UDL in lesson design.
  - Ongoing PL in co-teaching
    - Send Melanie Reeves to training co-teaching workshop, Summer 2024
      - Melanie will use her specialized training to provide districtwide PL, 2024-2025+
    - Begin push-in for HAL instruction, 2024-2025
    - Partner with ESU3 on PL in inclusive practices, 2024-2025+
  - Ongoing collaboration among grade level teams, Dept Teams, and PK-12 admin
    - Share effective practices
    - Promote Instructional Walkthroughs
  - Co-planning time built into PLC rotation
- Strengthen EL Instruction
  - Amplify Language Studio Training, 2024
  - Implementation of 5-8 Newcomer program, 2024-2025
  - Ongoing PL on implementation of SIOP strategies for all learners
    - Include in lesson design
  - Increase EL teacher participation in Toolbox
- Implementation of consistent SEL (Wellness) instruction for 100% of students to support student development in social/emotional wellness and mental well-being
  - 6/12/18 Day Cycle, 2024-2025
  - Implement Character Strong curriculum, 2024+
  - Train staff on new curriculum, August 2024

*Continuous growth measured via overall and disaggregated data from FastBridge, SAEBRS, ELPA, NSCAS, Pre-ACT, ACT, District Assessments*

**Ralston**  
PUBLIC SCHOOLS

[www.ralstonschools.org](http://www.ralstonschools.org)



### Educational Purpose

A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope and inclusion.

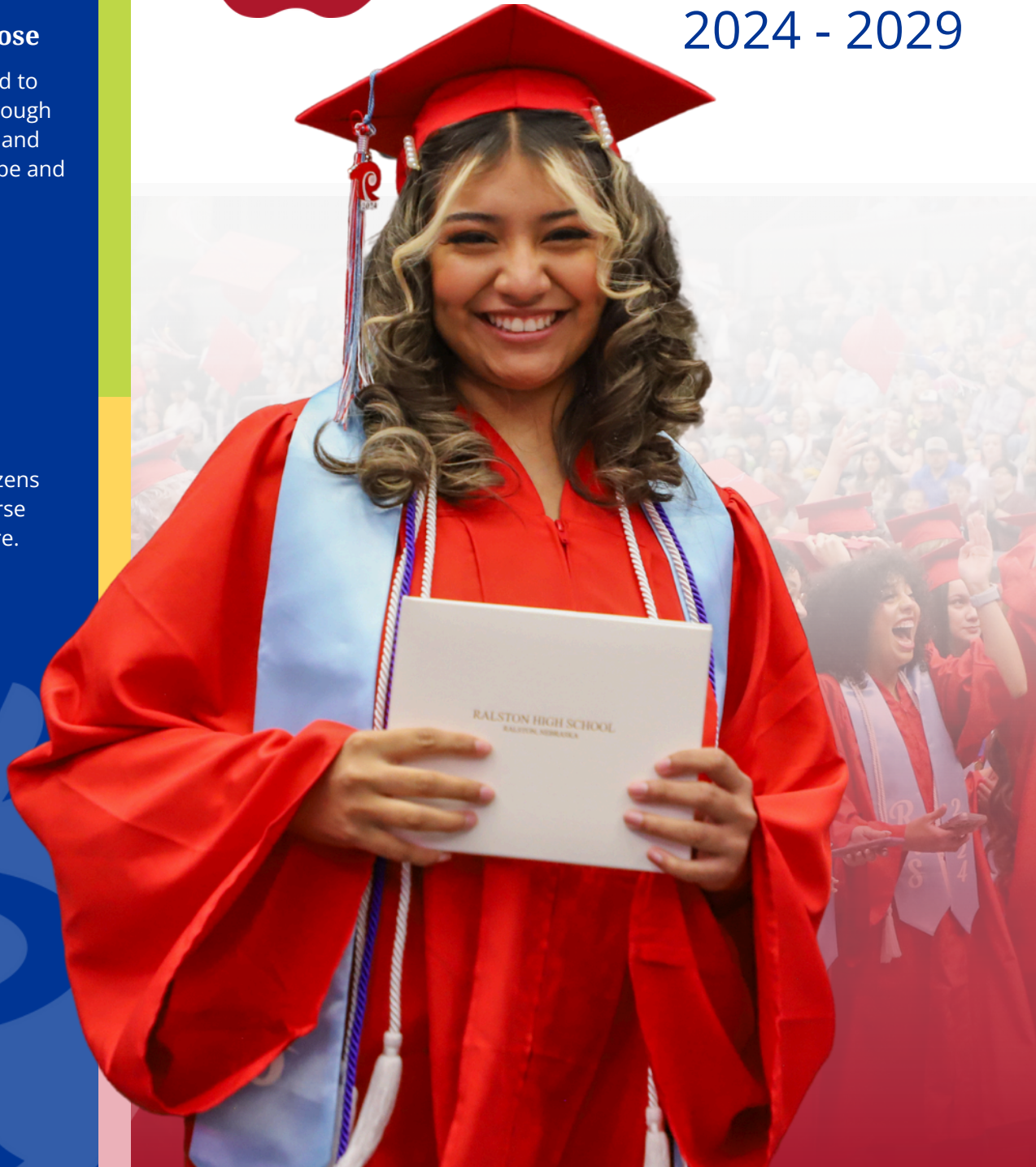


### District Vision

Cultivating resilient citizens prepared for the diverse demands of the future.

# Strategic Plan

2024 - 2029

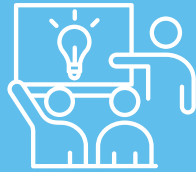


*Equity • Relationships • Integrity • Empowerment • Care*

# Strategic Goals

## SHARED VISION

### TEACHING & LEARNING



Improve academic performance and outcomes for all students while ensuring their well-being and mental health are supported.

### STAFFING, SUPPORT, & LEADERSHIP



District leaders will be innovative in our approach to recruitment, retention and professional development practices to create a high-performing and diverse workforce dedicated to supporting student achievement and success.



Continue to develop and execute short and long-term finance and facility plans to account for current and future district needs.

Facility construction and maintenance decisions will promote student well-being and achievement.



Enhancing partnerships and engagement with families, community organizations, and other stakeholders by strengthening trust, collaboration and community pride within our district.



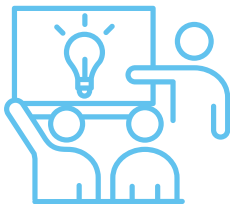
### FINANCE/FACILITIES

### CONSISTENCY

### COMMUNITY COLLABORATION

### COLLABORATION

### COHESION



## TEACHING & LEARNING

Develop an instructional framework to strengthen consistency in PK-12 educational quality.

Create an engaging learning environment that inspires creativity, collaboration, and problem-solving among PK-12 students, leading to improved technology skills and academic success.

Embrace diversity, promote inclusion, and ensure that all students, regardless of background or ability, have the support and resources they need to thrive academically and personally throughout their PK-12 journey and into adulthood.



## STAFFING, SUPPORT, & LEADERSHIP

Enhance our current candidate pool to include more staff that resemble our student body.

Create a climate and culture that best fosters engagement, safety and belonging.

Continue to build upon our internal employment pipeline by sponsoring internships, leadership in education classes, and paraprofessional to teacher programs.

Offer professional development opportunities which are timely and relevant to staff from induction to retirement.

Cultivate an environment that supports staff retention through a culture of distributed leadership, teamwork, and staff engagement.



## COMMUNITY COLLABORATION

Foster community participation and engagement by developing strategies to promote two-way communication with members of our community.

Expand partnerships with local businesses, government entities, non-profit organizations, and community leaders (school business partnership program).

Expand relationships with community organizations to provide support services, resources, and opportunities for staff, students, and families.

Empower parents and families to become more active in their children's education by involving them more thoroughly in the educational experience.

Utilize multiple communication strategies to keep our patrons, families, and staff informed and engaged with our current goals, initiatives, and achievements.

Continue to develop engagement from our alumni through newsletters, awards, and scholarship opportunities.



## FINANCE/ FACILITIES

Continue to assess and identify areas of our facilities in need of improvement, including life safety, comfort, air quality and conduciveness to learning.

Develop a repair/replacement schedule for roofing, HVAC and technology replacement.

Create and maintain a district budget that addresses short- and long-term planning strategies, including the equitable distribution of resources and the effective utilization of budget management strategies.

Identify areas of opportunity for cost reduction and efficiency improvement.

Continue to seek alternative sources of funding, including state and federal grants, local grants, sponsorships, rebates, donations and other funding opportunities.

Maintain and expand our current technology infrastructure to offer equitable, age-appropriate access.

# Strategic Plan Update

Monday, January 12th, 2026  
Teaching & Learning  
Staffing, Support, & Leadership



# Strategic Plan

**Purpose:** A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope and inclusion.

**District Vision:** Cultivating resilient citizens prepared for the diverse demands of the future.



# Teaching & Learning



## Teaching & Learning

**Goal - Improve academic performance and outcomes for all students while ensuring their well-being and mental health are supported.**

### **Action Step:**

Develop an instructional framework to strengthen consistency in PK-12 educational quality.

- Continued work with our District Steering Committee to create an instructional framework; monthly meetings have included:
  - Creating Four Domains: Vision & Culture, Core Instructional Practices, Student Engagement, Data, Assessment, & Feedback
  - Synthesizing the components that are included in each domain



# Teaching & Learning

## Action Step

**Create an engaging learning environment that inspires creativity, collaboration, and problem-solving among PK-12 students, leading to improved technology skills and academic success.**

- Technology Professional Learning
  - AI and Digital Citizenship
  - 1 to 1 iPad support
- Engagement Professional Learning
  - Deeper dive into success criteria and learning continuum
  - Continued work with UDL, SIOP and Inclusion
- Math Professional Learning
  - Math talks
  - Productive Struggle
  - Student talk versus teacher talk
- Next Steps: Continue to gather feedback from staff on professional learning and move into explicit instruction on Science of Reading for all.



## Teaching & Learning

### Action Step

**Embrace diversity, promote inclusion, and ensure that all students, regardless of background or ability, have the support and resources they need to thrive academically and personally throughout their PK-12 journey and into adulthood (annual increases in student group achievement and SEL results).**

- PLC support
  - Focus on Tier 1 for ALL students
  - Co-teaching and planning
- Data
  - IPG - all students have access to high rigor and grade level standards
- MTSS/IPA



# Teaching & Learning

## Action Step

Create an engaging learning environment that inspires creativity, collaboration, and problem-solving among PK-12 students, leading to improved technology skills and academic success.

- MTSS
  - Training for staff
  - Behavior
    - Building out Framework



# Staffing, Support & Leadership



## **Action step 1: Enhance our current candidate pool to include more staff who resemble our current student body**

- **Progress has been made in both certified and classified staffing. Will be able to present comparison data in August using 2024-2025 school year staffing as a baseline.**
- **Streamlined hiring process- work to eliminate hurdles and redundancies that potentially impede the process.**
- **Large focus on *"The candidate experience"***



## **Action step 2: Create a climate of culture that best fosters engagement, safety, and belonging.**

- **Stay interviews**
- **Staff surveys**
- **Evaluating and enhancing our recognition programs and district-wide community event offerings**



## **Action step 3: Continue to build upon our internal employment pipeline by sponsoring internships, leadership education classes, paraprofessional-to-teacher programs and Educators Rising.**

- **GYO success stories**
  - **3 to teach**
- **Para sub program**
  - **More potential pipeline candidates**
- **Student teacher focus**
  - **Actively recruit**
  - **Support them in their experience**
    - **HR observation and feedback**
    - **Interview opportunity**
    - **Communication about openings**



## **Action step 4: Offer professional development opportunities that are timely and relevant to staff from induction to retirement.**

- **Intentional professional learning for our mentors and mentees**
  - **All new teachers to Ralston receive UDL and SIOP**
  - **All mentors receives professional learning to best support new teachers**
- **Technology select-a-sessions**
  - **Offer differentiated support of AI, IXL, Digital Citizenship, Boxlight, Pear Assessment (9-12)**
- **Math Curriculum Implementation**
- **Science of Reading for all PK-12**
- **Instructional Coaching Support**



## **Action step 4: Offer professional development opportunities that are timely and relevant to staff from induction to retirement (continued...)**

- **Collaborative approach to selecting and planning sessions to meet the needs and interests of all educators while still delivering the necessary content to align with our strategic goals**
  - **can't customize for everyone, however, we have heard more feedback of "this was meaningful"**
  - **Provided sessions for classified staff**
  - **Future plans to provide session opportunities for Substitutes**



## **Action step 5: Grow a culture of distributed leadership, teamwork, and staff engagement.**

- **Many leadership opportunities: Data, ELA, Math, Science and Technology Toolboxes, District Steering Committee , MTSS Committee, Continuous Improvement Teams, Department Heads, and/or Grade Level Leaders.**
- **Learning Library**
  - **Book study?**
  - **Speaker series?**



# Finance/Facilities



## Finance and Facilities

**Goal: Continue to develop and execute short and long-term finance and facility plans to account for current and future district needs. Facility construction and maintenance decisions will promote student well-being and achievement.**

### **Action Step:**

- Continue to assess and identify areas of our facilities in need of improvement, including life safety, comfort, air quality and conduciveness to learning
  - Completed 2nd Facility Needs Assessment, and have continued to address short and long-term facility needs and improvements



## Finance and Facilities

**Goal: Continue to develop and execute short and long-term finance and facility plans to account for current and future district needs. Facility construction and maintenance decisions will promote student well-being and achievement.**

### **Action Step:**

- Develop a repair/replacement schedule for roofing, HVAC and technology replacement
  - Our schedule for roofing replacement has been modified to take on several projects this summer including RHS, RMS, WW and ME. Completion of these projects will finish our immediate roofing needs, and will allow for a reset in our longer term scheduling.
  - Tech replacement plan



## Finance and Facilities

**Goal: Continue to develop and execute short and long-term finance and facility plans to account for current and future district needs. Facility construction and maintenance decisions will promote student well-being and achievement.**

**Action Step:**

- Create and maintain a district budget that addresses short- and long-term planning strategies, including the equitable distribution of resources and the effective utilization of budget management strategies
  - Currently in initial budget development for 2026-2027
    - Continue consistent growth in budget areas that support district initiatives
      - Example: Budget to maintain Curriculum Cycle
    - Initial identified areas in need of increased budget
      - Elementary, Science, & Health Office Budget



## Finance and Facilities

**Goal: Continue to develop and execute short and long-term finance and facility plans to account for current and future district needs. Facility construction and maintenance decisions will promote student well-being and achievement.**

### **Action Step:**

- Identify areas of opportunity for cost reduction and efficiency improvement
  - Consolidation of vendors
    - Continue to optimize Google Contract
      - Zoom to Google Meet
    - All transcripts now with Parchment
  - Maintain fleet replacement schedule
  - Update budget based on changes to school financing formula



## Finance and Facilities

**Goal: Continue to develop and execute short and long-term finance and facility plans to account for current and future district needs. Facility construction and maintenance decisions will promote student well-being and achievement.**

### **Action Step:**

- Continue to seek alternative sources of funding, including state and federal grants, local grants, sponsorships, rebates, donations and other funding opportunities
  - Reviewed Grant Report 10/27/25
  - Increased partnerships
    - UNO students supporting school counselors and school psychologists
    - Referral to NEW Children's Behavioral Health
    - ESU 3 School Mental Health Therapists
    - One World MOU



## Finance and Facilities

**Goal: Continue to develop and execute short and long-term finance and facility plans to account for current and future district needs. Facility construction and maintenance decisions will promote student well-being and achievement.**

### **Action Step:**

- Maintain and expand our current technology infrastructure to offer equitable, age-appropriate access
  - Tech expansion providing iPads K-2 one-to-one
  - Every school now has updated WAN upgrades and networks
  - Generator connection has been installed to power up network in case of an outage.



# Community Collaboration



## **Goal #1 - Foster community participation and engagement by developing strategies to promote two-way communication with members of our community.**

### **Action Steps:**

- Communication Survey (parent and staff). Both will be sent out this spring (April).
- New website - It is up and running. Developing training materials (also training dates) not yet complete but are in the process of being developed.
- Many of the other action steps are slated to be worked on in future years.



## **Goal #2 - Expand partnerships with local businesses, government entities, non-profit organizations, and community leaders (school business partnership program).**

### **Action Steps:**

- List of employees on professional boards and professional organizations. This will be completed by the end of the 25/26 school year.
- Hosting community events - ongoing. *Auto Show, Senior Citizen Thanksgiving, KW Thanksgiving, City of Ralston Fall Festival, RSF Distinguished Alumni Dinner & Award, RPS Vehicle Day, RHS Brat Fest, RSF & RHS Athletic Banner Program, and RSF Heart of Learning. Looking to add new partners to Auto Show and Vehicle Day. Potential rebranding of Alumni Dinner. In development are a couple of new events for future years (Culture Fair, something around an Arts Night, and a vocal music concert).*
- *Partner focus groups to be scheduled for upcoming school years.*



**Goal #3 - Expand relationships with community organizations to provide support services, resources, and opportunities for staff, students, and families.**

**Action Steps:**

- Nothing really new to report on this goal. Looking at letting Margie get settled into her position and then working with her to work on many of the action items related to this goal.
- Need to adjust timeline but these action steps will be worked on in future years.



## **Goal #4 - Empower parents and families to become more active in their children's education by involving them more thoroughly in the educational experience.**

### **Action Steps:**

- Further Down the Line: All of our schools work on this every year and come up with new ideas and ways to better engage parents. This formal work will be a collaboration with Teaching and Learning, Building Administration, School Improvement Teams. Timeline is TBA. Potential ideas include: meet over the summer to discuss ideas, develop plan and communication strategies, research grant opportunities, order materials, etc.



## **Goal #5 - Utilize multiple communication strategies to keep our patrons, families and staff informed and engaged with our current goals, initiatives and achievements.**

### **Action Steps:**

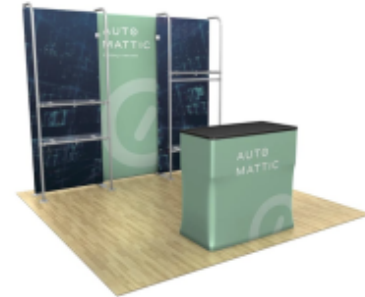
- Communication Survey to be distributed this spring to both parents and staff (April).
- Yearly Community Magazine - Mailed out postcards and transformed our Annual Report into more of a magazine style. Still looking into further developing the yearly magazine idea.
- RPS Weekly Message - still a strong source of communication. Added a “Get to Know” section (January) and started the year with adding in new articles based off of past feedback.
- Website - training materials and training opportunities in the works.
- Billboard program ongoing
- Social media ongoing - Ashley attendance campaign for schools.



## Goal #5 - Utilize multiple communication strategies to keep our patrons, families and staff informed and engaged with our current goals, initiatives and achievements.

### Action Steps:

- Communications / HR partnership: Working together to help redesign look and feel of our organization display at career/job fairs.
  - Booth redesign
  - Swag
  - Take Away Information



## **Goal #6 - Continue to develop engagement from our alumni through newsletters, awards and scholarship opportunities.**

### **Action Steps:**

- Alumni Celebration - Year 2
- Alumni Newsletter - Sent out
- Alumni Scholarship Fund Drive



Policy Name	Last Review	Review Date	Updated Online
3007 • Curriculum	6/25/18	10/23/2023	
3008 • Copyright Compliance	6/25/18	10/23/2023	
3009 • Volunteers	6/25/18	10/23/2023	
3010 • National and Organizational Charters	6/25/18	10/23/2023	
3011 • School Organization Analysis	7/25/18	11/13/2023	
3012 • Data Breach Response	6/25/18	11/13/2023	
3013 • Student Records	7/25/18	11/13/2023	
3014 • Harassment and Bullying	7/25/18	11/27/2023	
3015 • Homeless Students	7/25/18	11/27/2023	
3016 • Student Conduct Code	7/25/18	11/27/2023	
3017 • Student Conduct Code Enforcement	7/25/18	11/27/2023	
3018 • School Safety and Security	6/25/18	12/17/2023	
3019 • Disease and Communicable Diseases	6/25/18	01/11/2024	
3020 • Staff Internet and Computer Use	6/25/18	12/17/2023	
3021 • Program or Parenting Students	3/26/18	12/17/2023	
3022 • Student Internet and Computer Access	6/25/18	01/11/2024	
3023 • School Calendar	6/10/2019	01/08/2024	
3024 • Student Fees, Fines and Charges	6/25/18	1/16/2024	
3025 • Employment Policy	6/25/18	1/16/2024	
3026 • Senior Recognition	6/25/18	1/16/2024	
3027 • Field Trips	6/25/18	1/16/2024	
3028 • Board Policies	1/13/2020	01/02/2024	
3029 • Members	2/25/2019	02/12/2024	
3030 • Cooperative Programs and Services	2/25/2019	02/12/2024	
3031 • Reporting Child Abuse or Neglect	3/11/2019	02/12/2024	
3032 • Enrollment in Kindergarten	3/11/2019	02/12/2024	
3033 • Use and Dissemination of Test Results	2/25/2019	02/12/2024	
3034 • General Policy Statement	6/22/2019	2/26/2024	
3035 • Executive Meetings	4/22/2019	2/26/2024	
3036 • Bond Campaigns	4/22/2019	2/26/2024	
3037 • Review of Bills	3/25/2019	2/26/2024	
3038 • Superintendent	2/25/2019	02/26/2024	
3039 • Status	6/10/2019	2/26/2024	
3040 • Special Education	3/11/2019	2/26/2024	
3041 • The Extracurricular Activities Program	3/25/2019	2/26/2024	
3042 • Relationship with School Attorney	7/22/2019	03/11/24	
3043 • Making	7/22/2019	03/11/24	
3044 • Indemnification and Liability Insurance	7/22/2019	03/11/24	
3045 • Compensation of Board Members	7/22/2019	03/11/24	
3046 • Negotiations Goals and Objectives	6/24/2019	03/11/24	
3047 • Commencement Ceremony	6/10/2019	03/11/24	
3048 • Class Rite	1/19/2019	03/11/24	
3049 • Certification Fees	none here	3/22/2024	
3050 • Technology in the Classroom	7/22/2019	3/22/2024	
3051 • Law Enforcement Unit	7/22/2019	3/22/2024	
3052 • Gate Receipts and Admissions	7/22/2019	3/22/2024	
3053 • Security	7/22/2019	3/22/2024	
3054 • Disasters	7/22/2019	3/22/2024	
3055 • Legal Status	9/3/2019	4/19/2024	
3056 • Program	9/3/2019	4/19/2024	
3057 • Employment of Classified Staff	9/3/2019	4/19/2024	
3058 • Promoting Student Resilience	9/3/2019	4/19/2024	
3059 • Routine Directory Information	7/22/2019	4/19/2024	
3060 • School Staff Transportation	7/22/2019	4/19/2024	
3061 • Use of Tobacco Products	3/26/2019	4/22/2024	
3062 • Incident Weather	9/3/2019	4/22/2024	
3063 • Evaluation of Contract Employees	10/14/2019	4/22/2024	
3064 • Student Separation Program	10/14/2019	4/22/2024	
3065 • Emergency Medical Treatment	9/3/2019	4/22/2024	
3066 • Threat Assessment and Response	7/13/2020	05/13/2024	
3067 • Armmat at Schools	7/13/2020	05/13/2024	
3068 • Gun Safety Policies	7/13/2020	05/13/2024	
3069 • Student Records	7/13/2020	05/13/2024	
3070 • Custody of Records	7/13/2020	05/13/2024	
3071 • Sale or Disposal of School Property	7/13/2020	05/13/2024	
3072 • Covid Overdose Prevention and Response	7/22/2019	01/10/2024	
3073 • Physical Education	7/22/2019	01/10/2024	
3074 • Equipment of Enrolled Students	7/22/2019	05/10/2024	
3075 • Bed Bugs	3/13/2023	05/10/2024	
3076 • Common School	7/22/2019	05/10/2024	
3077 • Medical Leave Act (FMLA)	7/10/17	7/22/2024	
3078 • Public Participation at Board Meetings	9/12/2022	7/8/2024	
<b>3079 • School Records</b>	<b>7/8/2024</b>	<b>7/8/2024</b>	
3080 • Fees for School District Records	8/23/2021	7/8/2024	
3081 • Nondiscrimination	7/22/2019	7/8/2024	
3082 • Absenteeism	7/13/2020	07/22/2024	
3083 • General Purposes	7/13/2020	07/22/2024	
3084 • Emergency Closings	9/3/2020	07/22/2024	
3085 • Communicable Diseases	9/3/2020	07/22/2024	
3086 • Conflict of Interest	6/13/2023	07/22/2024	
3087 • Option Enrollment	7/10/2023	07/22/2024	
3088 • Transportation of Open Students	6/13/2023	07/22/2024	
3089 • Student Fines	9/3/2020	07/22/2024	
3090 • Medication of Students	10/24/2022	07/22/2024	
3091 • School Wellness Policy	7/10/2020	07/22/2024	
3092 • Multicultural Education	7/13/2020	07/22/2024	
3093 • Emergency Eviction	9/3/2020	07/22/2024	
3094 • Resources and Services	7/13/2020	07/22/2024	
3095 • Distribution of Policies	9/3/2021	08/12/2024	
3096 • Memberships in Organizations	9/3/2021	08/12/2024	
3097 • Rules of Order	9/3/2021	08/12/2024	
3098 • Voting Method	9/3/2021	08/12/2024	
3099 • News Media Services at Meetings	9/3/2021	08/12/2024	
<b>3100 • Dual Policy Meeting Dates</b>	<b>7/13/2020</b>	<b>08/12/2024</b>	
3101 • Solving Team	1/11/2021	08/12/2024	
3102 • Services	7/12/2021	8/12/2024	
3103 • Reporting to the Public	3/22/2021	08/26/2024	
3104 • Elections	3/22/2021	08/26/2024	
3105 • Deposits	3/22/2021	08/26/2024	
3106 • School Activities Fund	3/22/2021	08/26/2024	
3107 • Gifts, Grants, and Bequests	4/12/2021	08/26/2024	
3108 • Audit	4/12/2021	08/26/2024	
3109 • Insurance	4/12/2021	08/26/2024	
3110 • Officers, Committees, and Checks	4/26/2021	09/05/24	
3111 • Use of School Property and Equipment	4/26/2021	09/05/24	
3112 • Time Away from School Activities	4/26/2021	09/05/24	
3113 • Activities	5/10/2021	09/05/24	
3114 • Operation of School Business Office	5/10/2021	09/05/24	
3115 • Organizations	6/10/2021	09/05/24	
3116 • Conflict of Interest	7/13/2021	9/23/24	
3117 • Parents Over School Hours	5/10/2021	9/23/24	
3118 • Sex Offenders	9/3/2021	9/23/24	
3119 • Adjoining State	9/3/2021	9/23/24	
3120 • Administration	9/3/2021	9/23/24	
<b>3121 • Policy Cash</b>	<b>9/3/2021</b>	<b>9/23/24</b>	
3122 • Child Care Program	8/23/2021	9/23/24	
3123 • Drug and Alcohol Policies	2/28/2022	10/14/2024	
3124 • Partners and Support Personnel	2/28/2022	10/14/2024	
3125 • and District Employees	2/28/2022	10/14/2024	
3126 • Personnel Records	2/28/2022	10/14/2024	
3127 • Graduates	2/28/2022	10/14/2024	
3128 • Public Employees	2/28/2022	10/28/2024	
3129 • Bargaining Associations	3/14/2022	10/28/2024	
3130 • Membership in Organizations	3/14/2022	10/28/2024	
3131 • Certification and Endorsements	3/14/2022	10/28/2024	
3132 • Professional Ethics	3/14/2022	10/28/2024	
3133 • Teachers Responsibilities and Duties	3/14/2022	10/28/2024	
<b>3134 • Administrative Employees</b>	<b>3/14/2022</b>	<b>10/28/2024</b>	
3135 • Substitute Teachers	3/28/2022	11/11/2024	
3136 • Part-Time Certified Employees	3/28/2022	11/11/2024	
3137 • Employees	3/28/2022	11/11/2024	
3138 • Professional Growth	3/28/2022	11/11/2024	
<b>3139 • Employees</b>	<b>3/28/2022</b>	<b>11/11/2024</b>	
3140 • Employee and Student Handbooks	4/11/2022	11/11/2024	
3141 • Employees	4/11/2022	11/11/2024	
<b>3142 • Crisis Response Team Duties</b>	<b>4/11/2022</b>	<b>11/11/2024</b>	
3143 • Reduction in Force	4/11/2022	11/11/2024	
3144 • Student Discipline	7/10/2023	11/11/2024	
3145 • Classified Staff Defined	4/11/2022	11/26/2024	
3146 • Information	4/11/2022	11/26/2024	
3147 • Staff Dress and Appearance	4/11/2022	11/26/2024	
3148 • Employee Social Security Numbers	4/11/2022	11/26/2024	
3149 • Physical Activity for Staff Members	5/6/2022	11/26/2024	
3150 • Employees	5/6/2022	11/26/2024	
<b>3151 • Professional Ethics</b>	<b>5/6/2022</b>	<b>11/26/2024</b>	
3152 • Appropriate Relationships Between	9/14/2022	12/09/2024	
3153 • Guidance	9/14/2022	12/09/2024	
3154 • Temporary Employment	9/14/2022	12/09/2024	
3155 • Education Practices	9/14/2022	12/09/2024	
3156 • Student Bullying	6/13/2022	12/09/2024	
3157 • Preparation for Board Meetings	7/12/2022	01/13/2025	
3158 • Changes	9/12/2022	01/13/2025	
<b>3159 • Overtime and Compensatory Time</b>	<b>9/9/2022</b>	<b>01/13/2025</b>	
3160 • Certified Staff	9/12/2022	01/13/2025	
3161 • Foreign Exchange Students	10/24/2022	01/13/2025	
3162 • Adult Education	10/24/2022	01/13/2025	
3163 • Immunizations	10/24/2022	01/13/2025	
3164 • Testing and Assessment Program	9/12/2022	01/13/2025	
3165 • Communicating with Parents	6/13/2022	01/13/2025	
<b>3166 • Parents</b>	<b>10/24/2022</b>	<b>01/13/2025</b>	
<b>3167 • Student Photograph and Video Policy</b>	<b>10/24/2022</b>	<b>01/13/2025</b>	
3168 • Evaluators to be Used for Special	9/12/2022	01/13/2025	
3169 • Insurance Program	10/24/2022	01/27/2025	
3170 • Initiators and Hearing	10/24/2022	01/27/2025	
3171 • Crisis Response Policy	12/3/2023	01/27/2025	

5831	Student Appearance	1/23/2023	8/17/2025		
5832	Student Dining and Events	1/23/2023	8/17/2025	Removed 1/27/2025	
5833	Student Handbook	1/23/2023	8/17/2025		
5834	Dating Violence	1/23/2023	8/17/2025		
5835	Classroom	1/23/2023	8/17/2025		
5836	Lunch	1/23/2023	8/17/2025		
5838	Lunch Program	2/13/2023	2/10/2025		
5839	Funding Activities/Events	2/13/2023	2/10/2025		
5840	Work Forms	2/13/2023	2/10/2025		
5851	Eye Examinations for Students	2/27/2023	2/10/2025		
1001	Education Policies	4/24/2023	9/23/25		
1002	Complaint Process	6/14/2023	9/23/25		
1003	Meetings	9/12/2023	9/23/25		
1004	Repair or Sale Management	6/25/18	9/23/25		
1004.1	Placement Using Federal Funds	7/10/2023	9/23/25		
1023	Record Management and Retention	6/25/18	9/23/25		
1026	Handbooks	5/10/2023	9/23/25		
1036	Purchasing Credit Card Program	4/24/2023	9/23/25		
1043	Design Build Contracts	7/12/2021	9/23/25		
1057	Task	4/24/2023	9/23/25		
1057	Superintendent Evaluation	3/25/2019	9/23/25		
1059	Behavioral and Mental Health Training	7/10/2023	9/23/25		
1065	Requirements	4/24/2023	9/23/25		
1045	Behavioral Intervention	4/24/2023	9/23/25		
1092	Admission of Students	7/22/2019	7/29/2025		
1093	Admission of Transfer Students	7/10/2023	9/23/25		
1041	Student Government	2/13/2023	7/29/2025		
1042	Speech	2/13/2023	7/29/2025		
1043	School Organizations	2/13/2023	7/29/2025		
1044	Secret Organizations	2/27/2023	7/29/2025		
1047	Press Release	2/27/2023	7/29/2025		
1055	Academic Requirements	2/27/2023	7/29/2025		
1048	Threatening Assault or Stalking	2/27/2023	8/11/2025		
1050	Meeting Approval and Accreditation	2/27/2023	8/11/2025		
1051	Academic Appeals	2/27/2023	8/11/2025		
1056	Free Expression by Students	2/27/2023	8/11/2025		
1061	Therapy Dogs	2/27/2023	8/11/2025		
1066	Pre-graduate	3/13/2023	9/23/2025		
1009	Grade Placement of Transfer Students	3/13/2023	9/23/2025		
1011	Fire Instruction and Prevention	3/13/2023	9/23/2025		
1012	Fire Display and Petrolium Operations	3/13/2023	9/23/2025		
1013	Teaching Controversial Issues	3/13/2023	9/23/2025		
1014	Threatening Assault or Stalking	3/13/2023	9/23/2025		
1016	Homework	3/13/2023	9/23/2025		
1017	Homework	3/13/2023	9/23/2025		
1022	Use and Abuse	3/27/21	9/23/2025		
1018	Grades & Grading System	3/27/2023	9/23/2025		
1029	Activity Trips	3/27/2023	9/23/2025		
1030	Public Appearances of School Groups	3/27/2023	9/23/2025		
1028	Students	4/10/2023	10/13/2025	Removed 10/27/25	**New policy
1032	Constitution Day Education	3/27/2023	10/13/2025		
1034	Concussion Awareness	3/27/2023	10/13/2025		
1038	Teacher Meeting Policy	3/27/2023	10/13/2025	Removed 10/27/25	
1039	Naming School Facilities and Property	4/10/2023	10/27/25		
1039	International Travel Study	4/10/2023	10/27/25	Removed 11/10/25	
1039	Resources	7/8/2024	10/27/25		
1040	Advanced College Placement	4/10/2023	10/27/25	Removed 11/10/25	
1040	Children's Legal	7/22/2024	11/10/2025		
1041	Midwest Day Education	7/22/2024	11/10/2025		
1042	Projection Maps	7/22/2024	11/10/2025		
1043	Supportive Care	7/22/2024	11/10/2025		
1044	Athletic Teams	7/22/2024	11/10/2025		
1044	Death of Office	4/24/2023	11/24/2025	held for January review	
1016	Board Members	4/24/2023	11/24/2025		
1011	Transportation	4/24/2023	11/24/2025	Removed 12/8/25	
1046	Private Tutoring	4/10/2023	11/24/2025	Removed 12/8/25	
1047	Address Beyond State Level	4/10/2023	11/24/2025		
1053	Finance & Information Systems	5/8/2023	12/8/25		
1054	Resources	5/8/2023	12/8/25		
1048	Value of Service Dogs	5/8/2023	12/8/25		
1050	School Year	4/24/2023	12/8/25		
1052	Sales Calls and Demonstrations	5/8/2023	1/12/26		
1056	Students	7/8/2024	1/12/26		
1057	Students	7/8/2024	1/12/26		
1053	Graduation Procedure	5/8/2023	1/12/26		
1052	Courses	5/8/2023	1/12/26		
1023	OPEN				
1001	Budget	7/10/2023	12/8/2026		
1003.1	Repair or Related Projects Financed	7/10/2023	12/8/2026		
1017	Closing a School Year	7/10/2023	12/8/2026		
1013	Enrolled in Private School	7/10/23	12/8/2026		
1042	Contracts	5/22/2023			
1004	Audio and Visual Recording	7/10/2023			
1004	Temporary School Facilities	7/8/2024			
1014	OPEN				
1015	Safety Committee	5/22/2023			
1021	OPEN				
1045	Milk Expression	7/10/2023			
1047	OPEN				
1051	Staff and District Social Media Use	6/12/2023			
1050	School Vehicle Use	6/12/2023			
1051	Oral and Written Reports	5/22/2023			
1000.1	Out of the State of Nebraska	6/12/2023			
1011	Physical Examination of Students	5/22/2023			
1026	OPEN				
1027	OPEN				
1049	Permits and Weapons	7/10/2023			
1060	OPEN				
1063	Open				
1004	Task Supplement, Not Support Policy	7/10/2023			
1003	Instructional Program	7/10/2023			
1004	Assessment	7/10/2023			
1005	Requirements - COVID	9/1/2021			
1022	OPEN				
1023	OPEN				
1024	OPEN				
1025	Electronic Device	7/10/2023			
1027	Open				
1028	Artificial Intelligence	7/10/2023			
1048	Open				
1051	OPEN				

Total Policies 5/11/20 - #reviewed

1000's	4	1	25%
2000's	25	13	52%
3000's	62	21	34%
4000's	61	12	20%
5000's	64	15	23%
6000's	26	16	62%
TOTAL	242	78	32%

# **Ralston Public Schools**

## **Budget Development Calendar**

### **2026/2027**

November 2025 to June 2026	Detailed administrative review of all budget categories and proposed budget reductions/additions
February/March	Business Officials forecast funding outlook and preliminary valuation projections
February	NDE may certify 2026/2027 state aid to schools, no guarantees as they now have until June 1 for certification if they choose
April to June	Cabinet level administration planning meetings for 2026/2027 strategic planning for budget development
May/June	Formulate and finalize department and building budgets and compile all pertinent information into a working document for BOE inspection.
June 8 <sup>th</sup>	Preliminary budget projections for the 2026/2027 budget development presented to BOE
July	Cabinet level administrative budget development and refinement.
July 13 <sup>th</sup>	Present preliminary budget and projections to the Board of Education as a discussion item during regular BOE Meeting.
August 20 <sup>th</sup>	Real property valuation is certified by the County Assessor's Office of Douglas County
August 24 <sup>th</sup>	Present amended budget proposal for Board consideration
September 1 <sup>st</sup>	Special building fund levy and budget allocation is certified to each member school by the Learning Community Coordinating Council.
September 14 <sup>th</sup>	Conduct Official Budget Hearing at 5:30 PM prior to the Regular Board of Education Meeting at 6:00 PM.
September 14 <sup>th</sup>	Conduct Tax Request Hearing at 5:45 PM prior to the regular Board of Education meeting at 6:00 PM
September 14 <sup>th</sup>	Officially adopt the 2026/2027 Ralston Public Schools Budget during the regular BOE Meeting.
September 28 <sup>th</sup>	Officially approve the 2026/2027 Tax Request Resolution for the Ralston Public Schools.

## **2019 Voting Method**

Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the recorded minutes shall state how each member voted, or if the member was absent or not voting.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 8, 2021

## **3052**

### **Sales Calls and Demonstrations**

Any agent or business representative calling on school personnel about school matters, such as textbooks, publications of the school, class insignia, athletic equipment, school equipment, school supplies, building and custodial supplies, etc. shall first obtain the permission of the principal, and it is the duty of the school employee to ascertain that the representative has such permission.

Adopted on: July 25, 2016

Revised on:

Reviewed on: May 8, 2023

## **6052**

### **Correspondence Courses**

Pupils in grades 9-12, with approval of local school authorities, may earn credit by correspondence from an accredited school approved by the State Department of Public Instruction, provided work is supervised by a teacher with a valid Nebraska certification.

Pupils may enroll in approved courses that meet Nebraska State Department of Education specifications, and thereby earn credit toward secondary school graduation requirements provided that approval has been granted by the principal.

Adopted on: July 25, 2016

Revised on:

Reviewed on: May 8, 2023

## 3042

### Construction Management at Risk Contracts

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

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

**Definitions.** For purposes of this policy:

1. Construction management at risk contract means a contract by which a construction manager (a) assumes the legal responsibility to deliver a construction project within a contracted price to the school district, (b) acts as a construction consultant to the school district during the design development phase of the project when the school district's architect or engineer designs the project, and (c) is the builder during the construction phase of the project;
2. Construction manager means the legal entity which proposes to enter into a construction management at risk contract pursuant to the Act;
3. Proposal means an offer in response to a request for proposals by a construction manager to enter into a construction management at risk contract for a project pursuant to the act;
4. Request for proposals means the documentation by which a school district solicits proposals; and
5. School district means Ralston Public Schools.

**Procedures.**

1. Procedures for the preparation and content of requests for proposals shall include the following:
  - A. At least thirty days prior to the deadline for receiving and opening proposals, notice of the request for proposals shall be published in a newspaper of general circulation within the school district and filed with the State Department of Education. The request for proposals shall contain, at a minimum, the following elements:

1. The identity of the school district for which the project will be built and the school district that will execute the contract;
  2. Policies adopted by the school district pursuant to the Act;
  3. The proposed terms and conditions of the contract, including any terms and conditions which are subject to further negotiation. The proposed general terms and conditions shall be consistent with nationally recognized model general terms and conditions which are standard in the design and construction industry in Nebraska. The proposed terms and conditions may set forth an initial determination of the manner by which the construction manager selects any subcontractor and may require that any work subcontracted be awarded by competitive bidding;
  4. Any bonds and insurance required by law or as may be additionally required by the school district;
  5. General information about the project which will assist the school district in its selection of the construction manager, including a project statement which contains information about the scope and nature of the project, the project site, the schedule, and the estimated budget;
  6. The criteria for evaluation of proposals and the relative weight of each criterion; and
  7. A description of any other information which the school district chooses to require.
2. Procedures for the preparation and submission of proposals by the construction manager shall be determined on a project-by-project basis and included within the requests for proposals.
  3. Procedures for evaluating requests for proposals submitted to the school district by a construction manager shall include the following:
    - A. The school district shall refer the proposals for recommendation to a selection committee. The selection committee shall be a group of at least five persons designated by the school district. Members of the selection committee shall include (1) members of the school board, (2) members of the school administration or staff, (3) the school's architect or engineer (4) any person having special expertise relevant to selection of a construction manager under the Act, and (5) a resident of the school district other than an individual included in subdivisions (1) through (4) of this subsection. A member of the selection committee designated under subdivision (4) or (5) of this subsection shall not be employed by or have a financial or other interest in a construction manager who has a proposal being evaluated and shall not be employed by the school district or

the school's architect or engineer.

- B. The selection committee and the school district shall evaluate proposals taking into consideration the criteria enumerated in subdivisions (1) through (7) of this subsection with the maximum percentage of total points for evaluation which may be assigned to each criterion set forth following the criterion. The following criteria shall be evaluated, when applicable:
- (1) The financial resources of the construction manager to complete the project **(up to ten percent)**;
  - (2) The ability of the proposed personnel of the construction manager to perform **(up to thirty percent)**;
  - (3) The character, integrity, reputation, judgment, experience, and efficiency of the construction manager **(up to thirty percent)**;
  - (4) The quality of performance on previous projects **(up to thirty percent)**;
  - (5) The ability of the construction manager to perform within the time specified **(up to thirty percent)**;
  - (6) The previous and existing compliance of the construction manager with laws relating to the contract **(up to ten percent)**; and
  - (7) Such other information as may be secured having a bearing on the selection **(up to twenty percent)**.

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

- C. The school district shall then evaluate and rank each proposal on the basis of best meeting the criteria in the request for proposals and taking into consideration the recommendation of the selection committee.
4. Procedures for negotiations between the school district and the construction managers submitting proposals prior to the acceptance of a proposal if any such negotiations are contemplated shall include the following:
- A. The school district may attempt to negotiate a construction management at risk contract with the highest ranked construction manager and may enter into a construction management at risk contract after negotiations.
  - B. The negotiations shall include a final determination of the manner by which the construction manager selects a subcontractor.
  - C. If the school district is unable to negotiate a satisfactory contract with the highest

ranked construction manager, the school district may terminate negotiations with that construction manager. The school district may then undertake negotiations with the second highest ranked construction manager and may enter into a construction management at risk contract after negotiations.

- D. If the school district is unable to negotiate a satisfactory contract with the second highest ranked construction manager, the school district may undertake negotiations with the third highest ranked construction manager, if any, and may enter into a construction management at risk contract after negotiations.
- E. If the school district is unable to negotiate a satisfactory contract with any of the ranked construction managers, the school district may either revise the request for proposals and solicit new proposals or cancel the construction management at risk process under the act.
- F. If the school district is able to negotiate a satisfactory contract with a construction manager, the school district shall file a copy of all construction management at risk contract documents with the State Department of Education within thirty days after their full execution. Within thirty days after completion of the project, the construction manager shall file a copy of all contract modifications and change orders with the State Department of Education.

5. Procedures for filing and acting on formal protests relating to the solicitation or execution of construction management at risk contracts shall include the following:

A. Definitions.

- (1) Interested party shall mean an actual or prospective bidder whose direct economic interest would be affected by the award of a contract by the school district to another party or by the failure of the school district to award a contract to such actual or prospective bidder.
- (2) Protest shall mean a written objection by an interested party on any phase of the bidding process, including specification, preparation, bid solicitation, and intent to award.

B. Right to Protest. An interested party may protest to the Superintendent. The protest shall be submitted in writing on company letterhead within five working days after public notice of the bid. Protests based on alleged apparent improprieties in a solicitation or other request for proposals must be filed before bid opening or the closing date for receipt of proposals. In all other cases, the protest must be filed within five working days following the selection of the construction manager. To expedite handling of protests, the envelope containing the protest should be clearly labeled "Protest". The written protest shall include as a minimum the following:

- (1) The name and address of the interested party;

- (2) Appropriate identification of the relevant solicitation, and if a bid has been opened, its number, and date of opening;
- (3) A detailed statement of reasons for the protest;
- (4) Supporting, exhibits, evidence, or documents to substantiate any claims unless not available within the filing time, in which case the expected availability date shall be indicated; and a list of all persons who have knowledge of facts relevant to the protest; and
- (5) The action(s) the protestor desires the school district to take to resolve the protest.

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

- C. Authority to Resolve Protests. Prior to the commencement of an administrative review by the Board concerning any protest, the Superintendent shall attempt to resolve any protest filed by an interested party concerning any solicitation. If the protest is not resolved by mutual agreement, the Superintendent shall create and deliver a Decision to the protestor within a reasonable time after the written protest was received. The Decision shall include a written summary of the Superintendent's investigation and a recommendation regarding the outcome of the protest. The Decision shall (1) state the reasons for the action taken, and (2) inform the interested party of their right to the administrative review by the Board. A copy of the Decision shall be mailed or otherwise furnished immediately to the interested party and any other party intervening protestor and all other bidders. If not satisfied with the decision of the Superintendent, any interested party protestor may appeal to the Board, but the decision shall be final unless the interested party protestor files a timely appeal with the Board.
- D. Board Appeal Procedures. Any interested party protestor, within five working days of receipt of a decision of the Superintendent, may file with the Superintendent a written notice of appeal for an administrative review before the Board. The Notice of Appeal must clearly state the action protested and the basis of appeal. The Board will conduct an administrative review at its next regularly scheduled meeting or at a special meeting. The school district board of education shall consider the Decision of the Superintendent and shall make the final decision on the protest. The school district board of education's decision shall be

final.

6. A construction management at risk contract may be conditioned upon later refinements in scope and price and may permit the school district in agreement with the construction manager to make changes in the project without invalidating the contract. Later refinements shall not exceed the scope of the project statement contained in the request for proposals.

**Prohibitions.** The school district shall not use a construction management at risk contract for any construction project excluded by NEB. REV. STAT. § 13-2914 or any other applicable law.

Adopted on: October 25, 2021

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

Reviewed on: May 22, 2023

## 3033

### **Lending Textbooks to Children Enrolled in Private Schools**

Through June 30, 2024, the school district shall make textbooks available to private school children who reside within the district or are otherwise entitled to borrow them pursuant to statute and 92 Nebraska Administrative Code, section 4. The district is obligated to purchase and lend textbooks only to the extent that the Legislature appropriates funds to the Nebraska Department of Education to be distributed for this purpose. As used in this policy, “textbooks” shall have the definition adopted by the Nebraska State Board of Education in Rule 4.

The district shall make a request for funds by filing an application on the form prescribed by the Department of Education no later than February 15<sup>th</sup> prior to the school year for which the application is made. The application shall include: the number of applications received; the number of textbooks requested; the number of textbooks needed to be purchased to fill the requests; the purchase price of the textbooks needed to be purchased which may include up to 5% of the cost to defray administrative expense; the title, purchase price, and number requested of each textbook including any shipping or handling charges; and if applicable the amount of carryover funds remaining from the previous year, amount of funds on hand from sale of unused textbooks, and amount of funds on hand from reimbursements for damaged textbook.

Textbooks which have not been requested for three consecutive years may be classified as unused and disposed of by sale or otherwise.

On or before November 15<sup>th</sup>, the district shall prepare a list of textbooks that are designated for use in the district during the current year and a list of new textbooks designated for use the following school year. The lists shall be kept current and in a place where they may be viewed during regular business hours. The district shall maintain a separate inventory of textbooks purchased for the use of private school children residing in the district.

Any parent or legal guardian who wishes to borrow textbooks shall submit an application on the form prescribed by the Department of Education to the district’s administration offices on or before January 15<sup>th</sup> prior to the school year for which the application is made. The district shall maintain a supply of blank application forms and receipt forms. It shall keep the forms that have been signed by parents and guardians in a separate file for at least 5 years. It shall notify the parents and guardians at least 10 days prior to the start of school when and where the textbooks will be available. It shall make textbooks available to parents or guardians on or before August 15<sup>th</sup>. If the number of textbooks for a particular subject or grade level is insufficient to fill all of the requests, the textbooks shall be distributed to parents and guardians based on a random drawing.

Parents and guardians shall sign a receipt on the form prescribed by the Department of Education when they pick up the textbooks and shall return the textbooks that can be returned no later than 15 days after the district’s last day of class. The district shall assess the returned textbooks for damage beyond normal wear and tear. The parent or guardian who signed the receipt is responsible for paying the reasonable cost of the repair or replacement of any book that is damaged, lost, stolen, or not returned.

The school district shall limit the loan each year to ten textbooks per student for students in grades K-6 and to eight textbooks per student for students in grades 7-12.

This policy shall terminate July 1, 2024.

Adopted on: August 15, 2017

Revised \_\_\_\_\_

Reviewed on: July 10, 2023

**3017**  
**Closing of a School Site**

If it becomes necessary for the Superintendent of Ralston Public Schools to recommend the closing of a school site, the Superintendent of Schools will notify the Board of Education in a public meeting no later than the first meeting in December of a recommended closing of any specified school site effective at the end of the current school year. Any closing must be confirmed by a supermajority (three-fourths) vote of the Board of Education by the December preceding such closing.

Adopted on: July 25, 2016

Revised on:

Reviewed on: April 12, 2021

## 3001

### **Budget and Property Tax Request**

The board of education shall adopt a budget each year to support the school district's programs and services for the ensuing fiscal year. The superintendent of schools shall be responsible for developing the budget subject to the direction and decisions of the board. The budget document shall be under continuous development, based upon the requirements of the adopted educational program.

#### **BUDGET PROCEDURES**

**Proposed Budget.** The superintendent shall prepare the proposed budget in accordance with board policies and goals, state statutes, and regulations. As the district's spending plan, the budget will be based on up-to-date revenue estimates, and will reflect the assessed needs and programs approved by the board.

**Budget Hearing Notice.** Notice of place and time of the hearing, together with a summary of the proposed budget statement, must be published at least four calendar days prior to the date set for hearing in a newspaper of general

circulation within the school district. The four calendar days shall include the day of publication but not the day of hearing. The notice shall include the following statement:

For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to:  
<https://nep.education.ne.gov/>

In addition, the district must electronically publish this statement on the school district web site. Such electronic publication must be prominently displayed with an active link to the Internet address for the web site established by the Nebraska Budget Act to allow the public access to the information.

**Budget Hearing.** The board must conduct a hearing prior to adopting the budget. The hearing must be held separately from any regularly scheduled meeting and may not be limited by time. The board must make a presentation outlining key provisions of the proposed budget statement, including, but not limited to, a comparison with the prior year's budget. Any member of the public desiring to speak on the proposed budget statement shall be allowed to address the board at the hearing and must be given a reasonable amount of time to do so. Five minutes shall generally be considered a reasonable amount of time.

**Budget Hearing Documents.** The board must make at least three copies of the proposed budget statement and at least one copy of all other reproducible written material to be

discussed at the hearing available to the public at the hearing.

**Budget Adoption.** After the budget hearing, the proposed budget statement shall be adopted or amended and adopted as amended. If the adopted budget statement reflects a change from that shown in the published proposed budget statement, a summary of the changes (including the items changed and the

reasons for such changes) must be published in a newspaper of general circulation within the school district within twenty calendar days after its adoption without further hearing.

**Certification and Filing.** The amount to be received from personal and real property taxation shall be certified to the appropriate levying board as provided by law. The budget shall also be filed with the state auditor.

**Purchase Authorization.** Except for bids required under the section "Bid Letting and Contracts," the board's adoption of the budget shall authorize the purchases without further board action.

**Monthly Report.** At each monthly board meeting, the superintendent will provide a report on the current status of the major sections of the budget.

**PROPERTY TAX REQUEST PROCEDURES – PROPERTY TAX REQUEST IS EQUAL TO OR LOWER THAN THE  
ALLOWABLE GROWTH PERCENTAGE**

**Property Tax Request Hearing.** The board must hold a special public hearing called for the purpose of passing a property tax request resolution.

**Property Tax Request Hearing Notice.** The district must publish a hearing notice in a newspaper of general circulation in the school district at least four calendar days prior to the hearing. The four calendar days shall include the day of publication but not the day of hearing. The hearing notice must contain the following information: The certified taxable valuation under section 13-509 for the prior year, the certified taxable valuation under section 13-509 for the current year, and the percentage increase or decrease in such valuations from the prior year to the current year; the dollar amount of the prior year's tax request and the property tax rate that was necessary to fund that tax request; the property tax rate that would be necessary to fund last year's tax request if applied to the current year's valuation; the proposed dollar amount of the tax request for the current year and the property tax rate that will be necessary to fund that tax request; the percentage increase or decrease in the property tax rate from the prior year to the current year; and the percentage increase or decrease in the total operating budget from the prior year to the current year.

**Increase in Total Property Taxes Levied.** If the annual assessment of property would result in an increase in the total property taxes levied as determined using the previous year's rate of levy, the district's property tax request for the current year shall be no more than its property tax request in the prior year, and the district's rate of levy for the current year shall be decreased accordingly when such rate is set by the county board of equalization.

**Decrease or No Change in Total Property Taxes Levied.** If the annual assessment of property would result in no change or a decrease in the total property taxes levied as determined using the previous year's rate of levy, the district's property tax request for the current year shall be no more than its property tax request in the prior year, and the district's rate of levy for the current year shall be adjusted accordingly when such rate is set by the county board of equalization.

**Resolution.** The board shall pass a resolution to set the amount of its property tax request only after holding the public hearing. The resolution setting the district's property tax request at an amount that exceeds the prior year's property tax request shall include, but not be limited to, the information required by section 77-1632(4).

**Certification.** The resolution setting the property tax request shall be certified and forwarded to the county clerk on or before October 15th of the year for which the tax request is to apply.

**PROPERTY TAX REQUEST PROCEDURES – PROPERTY TAX REQUEST IS GREATER THAN THE ALLOWABLE GROWTH PERCENTAGE**

**Property Tax Request Hearing.** The board must hold a public hearing called for the purpose of passing a property tax request resolution. If another political subdivision within the county also seeks to exceed the allowable growth percentage, the hearing will be a joint hearing. In the event of a joint hearing, each political subdivision must designate one representative to attend the joint public hearing on behalf of the political subdivision. If a political subdivision includes area in more than one county, the political subdivision shall be deemed to be within the county in which the political subdivision's principal headquarters are located. The hearing agenda will only include discussion on each political subdivision's intent to increase its property tax request by more than the allowable growth percentage to the extent allowed by law.

The hearing must be held after 6 p.m. on or after September 17th and before September 28th and before the district files its adopted budget statement. Any member of the public must be allowed a reasonable amount of time to speak at the hearing.

At the joint public hearing, the representative of each political subdivision must give a brief presentation on the political subdivision's intent to increase its property tax request

by more than the allowable growth percentage to the extent allowed by law and the effect of such request on the political subdivision's budget. The presentation must include, at a minimum, all information and statements required by law.

**Property Tax Request Hearing Notice.** Notice of the joint public hearing must be provided by:

- The County Assessor sending a postcard with all required information to all affected property taxpayers. The postcard shall be sent to the name and address to which the property tax statement is mailed;
- Posting notice of the hearing with all required information on the home page of the relevant county's web site, except that this requirement shall only apply if the county has a population of more than twenty-five thousand inhabitants; ***and***
- Publishing notice of the hearing with all required information in a legal newspaper in or of general circulation in the relevant county.

**Provide Information to County Clerk.** Each political subdivision that participates in the joint public hearing shall provide the following information to the county clerk by September 5<sup>th</sup>: the date, time, and location for the joint public hearing; a listing of and telephone number for each political subdivision that will be participating in the joint public hearing; and the amount of each participating political subdivision's property tax request.

**Resolution.** The board shall pass a resolution to set the amount of its property tax request only after holding the public hearing. The resolution setting the district's property tax request at an amount that exceeds the prior year's property tax request, including any increase in excess of the allowable growth percentage shall include, but not be limited to, the information required by law.

**Certification.** The resolution setting the property tax request shall be certified and forwarded to the county clerk on or before October 15th of the year for which the tax request is to apply.

Adopted on: July 12, 2021

Revised on:

Reviewed on: July 10, 2023

**3017**  
**Official Communication with the Public**

Only individuals who have prior administrative approval may issue press releases or other official communication regarding school-related activities and events in furtherance of the individual's official responsibilities. The superintendent may delegate responsibility for communicating with the media to building principals, the activities director, event sponsors, and other staff on an ad hoc basis.

Adopted on: \_\_\_\_\_

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

Reviewed on: \_\_\_\_\_

## **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