

Board of Education Regular
Meeting/Business
Monday, March 23, 2026 6:00 PM

Virginia Moon Administrative Center
8545 Park Drive
Ralston, NE 68127

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. District Recognition and Celebrations Valedictorians Brody Michalski and John Gilmore
Speaker(s): Ruben Cano
 - 6.2. Government Relations Update
Speaker(s): Mr. Jason Buckingham
 - 6.3. Blumfield Elementary School Improvement Plan Overview
Speaker(s): Casey Knight and Kyl Gillespie
 - 6.4. Alternative Education presentation
Speaker(s): Tyler Barna/Missy Stolley
 - 6.5. NASB Updates and Information
Speaker(s): Mrs. Elizabeth Kumru
 - 6.6. District Human Resources Update
Speaker(s): Ryan Pivonka
 - 6.7. Attendance data update
Speaker(s): Jason Buckingham
7. Board Action Items
 - 7.1. Early Graduation Request Gia Morton (Action)
Speaker(s): Ruben Cano
 - 7.2. Approval of amendment to Policy 6004 Curriculum Development
Speaker(s): Jason Buckingham
 - 7.3. Approval of amendment to Policy 5011 Physical Examination and Visual Evaluation of Students
Speaker(s): Jason Buckingham
8. Policy Review
9. Pre-Adjournment Information and Activities

- 9.1. Announcements
- 9.2. Board of Education Supplemental Meeting Information
- 9.3. Future Board Calendar
- 10. Executive Session Disclosure
 - 10.1. Executive Session (Action)
- 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: _____

Ms. Kelly Harris
8205 Karl Ridge Road #817
Lincoln, NE 68506
(402) 381-8888
kelly.harris@ralstonschools.org

Ralston High School
8969 Park Drive
Ralston, NE 68128

10 March 2026

Dear Dr. Pivonka,

Please accept this letter as a formal notice of my resignation as English Teacher at Ralston High School, effective at the end of my current contract.

After a difficult period of consideration, I have decided to return to my alma mater and have accepted a position with Crete Public Schools. I truly enjoyed my first year of teaching at Ralston. It has truly been a joyful, memorable, and rewarding experience, and I am definitely sad to go.

I can be reached at my personal phone number or email address should you have any further questions.

Sincere regards,
Kelly Harris

To whom it may concern,

First and foremost I wanted to thank you for your patience and understanding this school year regarding my leave of absence. I've always truly appreciated the kind and respectful professionals at Ralston. This is why this decision was incredibly hard to make but given the recent changes to our itinerant deaf and hard of hearing program with my travel position no longer existing within the district, I have decided to resign from Ralston Public Schools and hopefully continue a career as an itinerant deaf educator. I will miss Ralston as it has been a very impactful ten years of service where I have gained so much knowledge and experience.

I wish you all the very best!

Kim Haskett

March 6, 2026

Dear Dr. Pivonka,

I am writing to formally resign from my position as EL teacher at Wildewood Elementary School at the end of the current school year. I have truly appreciated my time working, learning, and growing in the Ralston Public Schools. I am extremely grateful for the relationships I've developed and the opportunities I've had.

Sincerely,

A handwritten signature in blue ink that reads "Heather Pash". The signature is written in a cursive style with a large initial 'H' and 'P'.

Heather Pash

To the Board of Education,

Due to the itinerant teachers of the Deaf being moved to ESU 3, I will no longer be teaching in Ralston.

Thank you for the opportunity to be a Deaf educator for Ralston Public Schools.

Sincerely,

Jera Sterner

Dr. Pivonka and Mr. Parizek,

I am writing this letter to formally resign from my teaching position within Ralston Public Schools effective at the end of the 2025-2026 school year. I am very excited to say that I have accepted a position with Bellevue Public Schools as a Dean of Students.

I could not move on from my experience in Ralston without extending all of my gratitude to Andy Parizek. From my first year of teaching at Ralston Middle School ten years ago, Andy has supported all of my goals and did everything in his power to help me achieve them. I know that having a leader like Andy as a mentor for the start of my professional career is not common, and the opportunities he gave me to help me grow as a leader will not be forgotten and hopefully passed on to others as I grow in my career.

Being part of the staff at Ralston Middle School has been a privilege and I will always be incredibly proud of my accomplishments and how I was able to help the 7th grade team grow during my time as team leader. I will never forget my colleagues who have turned into true friends and the relationships that I have built with students over my ten years in this district.

I will take the memories and experiences I had with this district with me for the rest of my professional career.

Sincerely,

A handwritten signature in black ink, appearing to read 'Erica Ziemer', with a stylized, cursive script.

Erica Ziemer

To: Ralston Public Schools Board of Education and Human Resources

From: Ben Sullivan

Date: March 12, 2026

Subject: Resignation and Request for Contractual Release

Dear Mr. Buckingham,

Please accept this letter as formal notification that I am resigning from my position as an educator at Ralston High School, effective at the conclusion of the 2025–2026 school year. I am writing to respectfully request a formal release from my employment contract for the upcoming term.

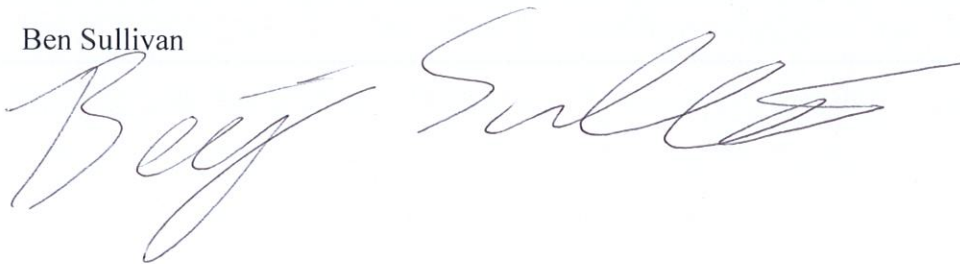
I want to express my sincere gratitude for the opportunity to serve the Ralston community over the last two years. It has been a privilege to work alongside such dedicated educators and to support the growth of our students. I am particularly grateful for relationships built during my time here and the collaborative spirit of my department.

This was not an easy decision to make, but due to a unique professional opportunity, I believe this transition is the right step for my future.

Thank you again for the support and the memories from the past two years. I wish the students, faculty, and administration of Ralston Public Schools nothing but continued success.

Sincerely,

Ben Sullivan

A handwritten signature in black ink, appearing to read "Ben Sullivan", written in a cursive style.

Jeanne-Marie Krebsbach
10705 Borman Circle
Omaha, NE 68127
(402) 730-0962
krebsbach.jm39@gmail.com

March 13, 2026

Dr. Ryan Pivonka
Director of Human Resources
Ralston Public Schools
8545 Park Drive
Ralston, NE 68127

Dear Mr. Pivonka,

I am writing to formally rescind my resignation, which I submitted on February 16, 2026.

When I initially submitted my notice, my family was preparing for a relocation due to my husband's service in the United States Air Force. However, our circumstances have since changed; my husband is now being stationed in Cuba, and I will be remaining here in Nebraska. I apologize for any confusion this may cause and appreciate your flexibility.

Due to these updated circumstances, I am eager to continue my career with Ralston Public Schools. While I understand that my previous position at Mockingbird Elementary has been filled, I would like to formally express my interest in any English Language positions currently open within the district.

Having served the district for the past six years, I am deeply committed to our students and community. I believe my experience as an English Language Teacher and my familiarity with our district's curriculum would allow for a seamless transition into a new role.

Thank you for your time and for considering my continued employment with the district.

Best regards,



Jeanne-Marie Krebsbach

To Mr. Jason Buckingham and the Ralston Board of Education

Please accept this letter as my formal resignation from Ralston Public Schools effective upon the conclusion of the 2025/2026 school year as I have decided to transition my career into a different branch of music education.

It has been an honor to lead the RHS band program and guide the sixth-grade band students as they took the next steps in their musical journey. I am extremely proud of the work that we have done over the last two years to put the RPS band program on a path of continued growth and success. I am grateful for my wonderful colleagues, both in the music department and throughout the district, and for the work that the students have done to develop their own skills and to represent Ralston with pride and a joyful spirit. I am committed to finishing the year strong and giving the students and my successor everything they need to have a smooth transition and to start next year's marching band season on the right foot.

With gratitude,
Paul Niedbalski

A handwritten signature in black ink, appearing to read "Paul Niedbalski", with a long, sweeping horizontal line extending to the right.

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

Monday, March 9, 2026

The Ralston Public Schools Board of Education met in an open, public session on Monday, March 9, 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.

Call to Order

Board President, Mrs. Carrie Hough, called the meeting to order at 6:00 pm.

Roll Call

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

District Recognition

RPS and the Board of Education recognized the following students/athletes who placed in last month's State Wrestling tournament. Their coach, RHS Physical Education teacher Mr. Ed Schmitt, introduced the wrestlers.

State Runner Up Brody Schmitt
State Runner Up Gage Grandel
4th Place finisher Makayla Dixon

In addition, our Ralston High School Cheer team had a great showing at the State Cheer competition this past month. The team placed third overall. The RHS cheer team's head coach is Ms. Lauren Vetter, and her assistant is Ms. Taylor Moran.

Cheer team members in attendance included:

Lacey Powell
Adeline Barragan-Soltero
Lizette Valvidia
Addyson Moore
Citlali Almazan
Alayna Logan
Mary Bystrom
Aliya Clement
Gracie Schrawyer
Ryah Goolsby
Victoria Kosalka
Josie Adzini

Consent Agenda

Consent agenda items include:
Minutes from the February 23, 2026, meeting
February 2026 Financial Report
February 2026 bills in the amount of \$580,103.34 for the General Fund, and \$707,360.97 for the

Special Building Fund

Prior to the meeting, Mrs. Liz Kumru and Mrs. Katie Krause reviewed the bills.

Resignation from:

Alex Plambeck (RHS)

Tana Starman (RHS)

Teacher Replacement Contract and Recommendations for the following teachers to be hired for the 2026-2027 school year:

- **Abigail Rinkol: Wildewood Elementary Second Grade** - Abigail is already hired for the 26/27 school year at MB. She will complete the 25/26 year as a long-term sub for H. Calabro at WW.
- **Danie Brandl: Ralston High School Agriculture** - Danie has her BA from UNO and her master's from UNL. She is currently the Agriculture Education Teacher at Elm Creek.
- **Laura Heller: Blumfield Elementary Resource Teacher** - Laura received her BA from Dana College and her master's from UNO. She is currently working as a Special Education Teacher in Papillion-La Vista Community Schools. She worked for RPS from 2006-2019.
- **Maureen Monson: Blumfield Elementary Fourth Grade** - Maureen received her BA from Saint Mary. She is currently teaching First grade at St. Cecilia Elementary School.

Motion to approve consent agenda made by Mrs. Katie Krause and seconded by Ms. Mary Roarty

Mrs. Kumru: Yes

Mrs. Hough: Yes

Mrs. Willey: Yes

Mrs. Richards: Yes

Mrs. Krause: Yes

Ms. Roarty: Yes

Board Development and Communication

Mrs. Katie Krause

- Attended the district Kids Can Cook culinary event at Ralston High School

Mrs. Robin Richards

- Attended the Legislative committee meeting

Ms. Roarty - thanked everyone for their work on the Ralston High School monthly food distribution. It has such a significant impact on our community. She also congratulated the Ralston High School Educator Rising chapter for their success at state leadership conference.

- Attended the district Kids Can Cook culinary event at Ralston High School
- Attended the Ralston High School Post Prom fundraiser

Mrs. Kumru:

- Attended the district Kids Can Cook culinary event at Ralston High School
- Attended the Ralston High School One Act performance night
- Attended the Legislative committee meeting
- Attended the HR & Finance board sub-committee meeting

- Looking forward to the District Band Festival on Tuesday evening

Mrs. Willey: No comments

Mrs. Hough:

- Attended the Board of Education agenda meeting
- Attended State Senator Juarez online meeting
- Attended the Legislative committee meeting
- Attended the district Kids Can Cook culinary event at Ralston High School
- Attended the HR & Finance board sub-committee meeting

Mockingbird Elementary School Improvement Plan Overview

Mockingbird Elementary Principal, Mr. Brian Ferguson, and Administrative Intern, Mr. Kyl Gillespie, presented an overview of the school's improvement plan.

Committee on American Civics: Public Testimony Opportunity

Mrs. Megan Harding and Dr. Sara Zabrowski-Gates provided a detailed update on programming within the American Civics Program. During this Board of Education item, the public was invited to provide public testimony if desired on topics that align with American Civics.

District Financial Report

Dr. Aaron Bredenkamp provided an overview of the District Financial Report for the month. Dr. Bredenkamp also addressed any questions from the Board of Education members.

Government Relations Update

Mr. Buckingham updated the Board regarding Legislative issues.

NASB Update

Mrs. Liz Kumru provided an update on the following workshops being offered by NASB.

- Budget and Finance workshop: Seward on 3/10
- Budget and Finance workshop: Westpoint on 3/24/26
- Annual National Conference: San Antonio on 4/10/26
- Federal Advocacy: Washington DC on 4/26/26
- School Law Seminar: Kearney 6/10/26

Enrollment Update

Dr. Sara Zabrowski-Gates reviewed the enrollment information with the Board. We are currently around 3,500 students, which is up by approximately 53 from last year.

District Bond Project Update

Phase II timeline

- CO Office remodel is nearly finished apart from some cabling and switch programming. This should be completed within the next few weeks.
- Waiting on tile to finish the main restrooms
- Network cabling is taking place throughout the building.
- Security system is installed and cameras are operable.
- Ordering tile for the elementary gym floors.
- Pool Pack has been delivered; the concrete platform is in place and the wall next to the pool pack has been replaced. Brick work to be completed.

- Excavation, compaction, and temporary electrical work is taking place at the stadium. Lights are functional, concrete work to take place on the visitor’s entrance.
- New display monitor has been installed in the BOE room.

Winter Achievement Results Review

Mrs. Megan Harding shared data from our winter assessments.

Option Enrollments Application Process and Timelines

Mrs. Megan Harding presented to the Board the process of option enrollment from application to acceptance to attendance.

Additional Board Action Item

RPS Wireless Access Point Licensing Bid

Mrs. Elizabeth Kumru motioned to approve the bid from Datavision for five years of licensing for wireless access points in the amount of \$170,781.90. The motion was seconded by Mrs. Samantha Willey.

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

Policy Review

The Board and Administration reviewed proposed policies:

- 5049 Firearms and Weapons
- 5064 Title I Supplement, Not Supplant Policy
- 6003 Instructional Program
- 6004 Curriculum Development and Assessment

Adjournment

The Board voted to adjourn the meeting at 8:00 pm with a motion made by Mrs. Liz Kumru and a second by Mrs. Katie Krause.

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

The next regular meeting is scheduled for March 23, 2026, at 6:00 pm.

Mrs. Carrie Hough, President

Mrs. Liz Kumru, Secretary

**Amanda Simon, M.S., CF-SLP
Speech-Language Pathologist
Meadows Elementary School**

**Mr. Jason Buckingham
Superintendent
Ralston Public Schools
8545 Park Drive
Omaha, NE 68127**

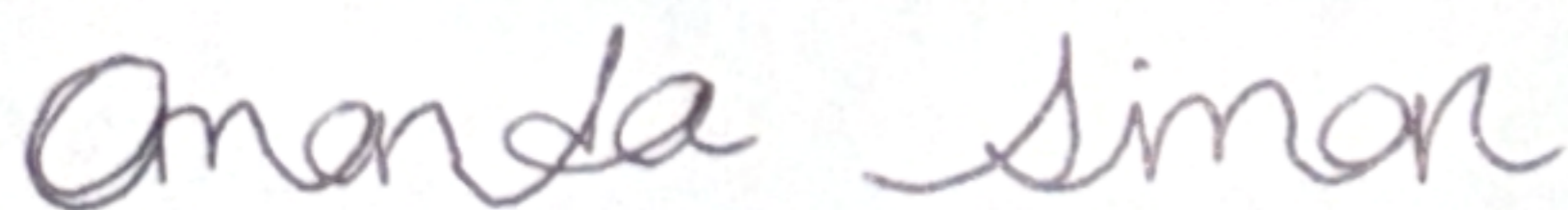
3/15/2026

Dear Mr. Jason Buckingham,

Please accept this letter as formal notification that I am resigning from my position as a Speech-Language Pathologist with the Ralston Public School District. My final day of employment will be Friday, May 22, 2026.

I have truly enjoyed my time with the district and am deeply grateful for the opportunities I've had to enhance my knowledge. Starting my career here has been an invaluable experience, and I appreciate the support and mentorship I've received along the way.

Sincerely,

A handwritten signature in cursive script that reads "Amanda Simon".

Amanda Simon

March 16, 2026

Dear Mr. Cano & Dr. Pivonka,

I am resigning my position as special education teacher with Ralston Public Schools at the conclusion of my 2025-2026 contract. I appreciate the opportunities afforded me at Ralston.

I especially want to thank the special education department head, Camie Badura, for serving as my mentor and for her tireless efforts to increase our impact as a department.

I am committed to finishing the school year strong and will gladly assist in any way to help ensure a smooth transition.

Respectfully,

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

April Balm

3/17/2026

Human Resources Department
Ralston Public Schools

Dear Human Resources,

Please accept this letter as formal notice of my resignation from my position as a fourth grade teacher at Meadows Elementary School, effective 5/22/26.

I appreciate the opportunity to have worked with the students, staff, and families within the district. My time here has been both meaningful and rewarding, and I am grateful for the professional experiences and relationships I have gained.

Thank you for the opportunity to work within the district.

Jordyn Maertzke

March 18, 2026

John Cronican
15940 South 120th Street P.O.Box 552
Springfield, Ne
68059

Ryan Pivonka
Director of Human Resources
Ralston high School
8969 Park Prive
Ralston, Ne 68127

Dear Dr. Pivonka,

Please accept this letter as formal notification that I will not be returning to my position as a Special Education Teacher for the Young Adult program at Ralston High School for the upcoming school year.

Working with the young adult education students at Ralston has been a deeply rewarding experience. I am incredibly proud of the progress my students have made and the goals they have developed. This was not an easy decision, but I have decided to move on to a new chapter in my professional life.

During the remainder of the school year, I am fully committed to ensuring a smooth transition. I will focus on:

- Completing all necessary **IEP documentation** and progress reports.
- Assisting in the handover of student files and transition plans.
- Supporting my students and colleagues to ensure continuity of care and instruction.

Thank you for the opportunity to serve the Ralston community and to build a network of support for our students. I wish the district and my students nothing but the very best.

Sincerely,

John Cronican



☰ RPS Subcommittee 2023-2024 - Teaching & Learning

[RPS Subcommittee 2024-2025-Teaching & Learning](#)

Subcommittee: Teaching & Learning 2025-2026

Location: Board Room

11:30-12:30

7.28.25	10.27.25	2.20.26	
8.25.25	11.24.25	3.13.26	
9.22.25	1.30.26		

March 13th, 2026

In attendance: Buck, Megan, Jim, Sara, Kate, Robin

- [RPS Curriculum Cycle](#)
 - Pushing back science
 - Try to match up with when the state approves standards.
 - We get a year to fully implement.
 - Sara and Megan share the process
 - Pushing Science back a year
 - Katie noted the importance of play
 - Megan and Sara will share some more about SoR
- [IPG/ImpactED Results for Math](#)
 - Are we teaching the right things
 - Is the lesson focused on the standards
 - What do our instructional practices look like
 - Are all or most of our kids learning the content
 - Teachers feel they are effective, but we need more students doing the learning and thinking
 - Sara will share the definitions from ImpactEd

Purpose

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

Direction

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



- [3.9.26 Professional Learning Feedback](#)
- Reading Screener Update

Communications

- HR booth and informational folder
- Auto Show Sponsorship Package
- BF Culture Fair
- RHS Branding

February 20th, 2026

In attendance:

- ~~[RPS Curriculum Cycle](#)~~
 - ~~Pushing back science~~
- ~~[IPG/ImpactED Results for Math](#)~~
- ~~3.9.26 Professional Learning~~
- ~~Reading Screener Update~~

Communications

- HR booth and informational folder
- Auto Show Sponsorship Package
- BF Culture Fair
- RHS Branding

January 30th, 2026

In attendance: Buck, Sara, Jim, Megan, Robin, Katie

- [January PD Feedback](#)
 - Add in comment where we can respond to individual questions
- January PD Attendance
 - BL: 83%
 - KW: 96%
 - ME: 85%
 - MB: 88%

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- SY: 95%
- WW: 95%
- RMS: 78%
- RHS: 76%
- [Winter Data](#)
- PL Looking Ahead
 - March, August, September: Science of Reading for all teachers
- NDE Reading Screener
- Communications
- Changes to AQUESTT article
- February Meeting: February 20th at 11?

November 24, 2025

In attendance: Sara, Megan, Katie, Buck, Liz

- [November PD Feedback](#)
- November PD Attendance
 - BL 78%
 - KW 100%
 - ME 96%
 - RHS: 91%
 - MB: 81%
 - WW: 90%
 - RMS: 83%
 - SY: 84%
- [AQuESTT overview](#)
 - Data public on November 26
 - Testing Environment
 - Readdressing what testing preparation looks like and goal setting
 - Times of year to share testing information and timelines-Weekly Message/Facebook/Phone calls?
 - Summer School Implications
 - Lil Rams-more academically focused
 - Reconsider programming for summer school

October 27th, 2025

In attendance: Buck, Sara, Liz, Katie

- [October PD Feedback](#)
- October PD Attendance
 - BL 75%
 - KW 96%

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Direction

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- ME 81%
- RHS 89%
- MB 75%
- SY 68%
- WW 95%
- RMS 78%
- [November PD Draft](#)
- [UNO Early Literacy Project](#) Feedback
- Data Toolbox - Multiple Measures of data
 - [Article](#)
 - [Reflections](#)
- Leadership Academy Update
 - Offering something on the off years
- Calendar feedback

September 22nd, 2025

In attendance: Buck, Sara, Megan, Katie, Liz

- [Storyteller Feedback](#)
- [PD Feedback](#)
- [October PD Draft](#)
- PD Attendance
 - Building PD Attendance for 9.2.25
 - BL: 75%
 - KW: 93%
 - ME: 93%
 - MB: 91%
 - SY: 74%
 - WW: 86%
 - RMS: 85%
 - RHS: 89%
- [Rule 10 Review](#)
- [Constitution Day](#)

[August 25, 2025](#)

In attendance: Buck, Megan, Sara, Liz

- [Curriculum Guides](#) through Backward Design
 - Stage 1
 - Outcomes
 - Standards

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

Direction

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



- Concepts and skills
- Representations and Strategies
- Stage 2
 - Evidence of learning
 - Common assessment broken into each question
 - Standard
 - Rigor
 - Depth of Knowledge (DOK)
 - Points
- Stage 3
 - Learning plan
 - Basically pacing guide
 - What is coming from the curriculum
 - Common formative assessment
 - Estimated pacing
 - Vocabulary - not just what we are asked to teach but what else do students need to know to be successful in the work
- Math toolbox did create a “Must Do” and a “May Do” list
 - Must do is in bold
- Will use this template for adoptions moving forward
- Diving Deeper into Perceptual Surveys
 - [Data protocol](#)
- Teacher Burnout
 - Putting statistics out there in terms of Ralston compared with state level data
 - Some more general information to help celebrate what we are doing
- [September 2nd Professional Learning](#)
- Option Spreadsheet
- BOE Retreat Debrief

July 28, 2025

In attendance: Buck, Megan, Jen, Liz, Sara, Katie

- Introduce Jen and Megan
- [Curriculum Process](#)
- [NDE's Standards Timeline](#)
 - Preschool Curriculum
 - Creative Curriculum is going well. Science of Reading is the focus going forward. What do we need to supplement?

Purpose

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

Direction

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



- Kickstart and Launchpad teachers are interested in currently
 - During monthly PLC meetings, teachers will bring student level data to decide what is the best and what students are responding to the most.
 - Will make a decision by March if/what we will purchase
 - UNK: Project Rise
 - UNO: Early Literacy Project
 - UNL: WORDS
 - This will include 3 year olds
 - Looking at data, students that were in Ralston for Preschool, versus those who weren't.
- [Fastbridge Data](#)
 - Retreat Agenda
 - Less presentation, more time to converse with Board members
 - Meeting at RHS for Board Retreat

Purpose

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

Direction

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



Purpose

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

Subcommittee: Building and Grounds

Meeting Date & Time: 3/20/2026 @ RHS

Members Attending: Jason Buckingham, Mary Roarty, Samantha Willey
Expenditure Tracker
Phase II scope of project
Review Bond Update
Stadium and Pool Pack tour
Redesign of entryway at the stadium/fundraiser

Meeting Date & Time: 2/10/2026 via zoom

Members Attending: Jason Buckingham, Mary Roarty, Samantha Willey
Expenditure Tracker
Phase II scope of project
Pictures of stadium and Central Office
Timeline and next steps
Hillcrest Landing, 400 unit Apt.
Ponca and plans for 86th Parkway

Meeting Date & Time: 12/05/2025 via zoom

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards
Expenditure Tracker
Phase II scope of project and bid results
Timeline and next steps

Meeting Date & Time: 10/28/2025

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards
Expenditure Tracker
Phase II timeline
Speck Nelson pictures
Roofing projects update

Meeting Date & Time: 9/11/2025 via zoom

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards

- Expenditure Tracker
- Additional Project Scope
 - Internal v. external projects
- BOE and Bidding timeline
- RHS progress to date

Meeting Date & Time: 8/1/2025 onsite RHS

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards

- Expenditure Tracker
- Additional Project Scope/Retreat Agenda
- Tour RHS and Parking lot
- Other updates
 - BL wall pads
 - SY Ext. Paint/roofing
 - WW finished
 - MB wall pads
 - RMS-punch list items to complete

Subcommittee: Building and Grounds

Meeting Date & Time: 7/2/2025 onsite RHS

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards

- Expenditure Tracker
- Additional Project Scope discussion
- On site tour RHS
 - Gym, Wt. Room, parking lot
- Other projects
 - SY roof
 - WW, BL, KW, and SY paint
 - RMS parking lot, upper gym and low voltage

Meeting Date & Time: 5/29/2025 onsite RHS

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards

Expenditure Tracker

On site tour RHS

Gym, Wt. room, Blinds (June 21) Restrooms

Parking lot plan

Gym, media center, art rooms, shops

Tennis Court Grant \$48.5K

RMS Upper parking and low voltage wiring cameras, interactive audio, alarm system and intercom

Phase II plans WW, KW, BL, SY and MB

Subcommittee: Building and Grounds

Meeting Date & Time: 4/11/2025 onsite RHS

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards

Expenditure Tracker

Rise Location

On site tour

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

- 2nd week of May is now the target date for inspections to occupy
- Backfilling parking lot next week
- Soliciting bids for tuck point repair inside of courtyard
- RMS
 - Upper gym ceiling has been insulated
 - Lower gym has been painted both ceiling and walls
- WW
 - Roof replacement is ongoing

Meeting Date & Time: 3/14/2025 onsite RHS

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards

Expenditure Tracker
Possibly Rise Location

- RHS
 - Parking lot demoed north 1/3
 - Day care and classroom update
 - Basketball hoops \$85,000 bid
 - Bond Tracker
 - Current bond fund status
- RMS
 - Gearing up for summer projects, parking lot low voltage, finish paint and lights in the gyms.
- SY, WW, BL, KW
 - Pre-construction meeting held with KE Flex to begin summer projects at each site.
- MB
 - Finalizing driveway project at MB

Meeting Date & Time: 1/10/2025 onsite RHS media center

Members Attending: Jason Buckingham, Mary Roarty, Carrie Hough

- RHS
 - Parking lot (north 1/3 spring break 2025, mobilize March 10)

- Basketball hoops \$85,000 bid
- Bond Tracker
- Current bond fund status \$32,142,602 as of 12/31/24

- KW, BL, WW and SY Phase II project
 - Exterior Paint at KW, patching of cracked facade
 - Replacement of window seats/window shades KW
 - Painting roof and window boxes BL
 - Install wall padding in recovery rooms BL
 - Painting of window boxes WW
 - Painting and patching of sawtooth roof SY

- RMS Summer 2025
 - Low voltage work to include cameras, voice amplification, new alarms
 - Replacement of upper parking lot and sidewalks
 - Exterior paint courtyard
 - Lights and ceiling work upper gym (spring break 2025)

Subcommittee: Building and Grounds

Meeting Date & Time: 11/6/2024 onsite RHS media center

Members Attending: Jason Buckingham, Mary Roarty, Carrie Hough

- RHS
 - Phasing plan
 - Scope of work
 - Parking lot
 - Bond Tracker
 - Current bond fund status

Meeting Date & Time: 9/20/20/24 onsite SY

Members Attending: Jason Buckingham Carrie Hough

- SY Tour
 - Address work completed and work remaining between now and Christmas
 - SY move dates and plan

- Bond Tracker
- RHS
 - subcontractor bidding is now open
- RMS update
 - Cooling tower footings
 - Fire alarm system
- MB
 - Paint, gym floor and kitchen equipment issues
- WW, ME, BL
 - Punch list items set for 10/14 and 10/15

Meeting Date & Time: 8/20/24 onsite KW

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

- KW tour
 - Flooring substantially complete
 - Heat exchanger issue
- SY (Sept. 26-28 for moving date)
 - Lighting is installed in nearly all classrooms
 - Flooring in classrooms is mostly installed, some hallway, office and library work to complete
 - Parking lot is repaired, going to work on site concrete this week
 - Majority of casework is installed
 - Paint finished 1st week of Sept.
 - Canopy framing is nearly complete
- RMS
 - Continuing to work on technology, specifically security and door access systems
 - Flooring is complete,
 - Fire alarm wiring work is continuing during plan periods
- MB
 - Punch list items
 - Gym floor
- BL
 - HVAC issues with programming and software updates, ongoing
-

Meeting Date & Time: 7/18/24 onsite SY and RMS

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

- SY and RMS tour
- Dedication plaques
- Bond Expenditure tracker
- RHS budget/scope of project
- Tracking projects
 - SY
 - onsite
 - RMS
 - onsitew
 - RHS
 - Parking lot complete, striping left
 - Hot water heaters are installed, startup late this week, early next
 - KW
 - Flooring complete in classrooms/Cardinal Square. Hallway work is ongoing, finish by 7/25
 - MB
 - Most of the interior work is complete, some punch list items, excavating and pouring concrete six days a week.
 - Sidewalk and fencing work is ongoing
 - BL
 - Punch list items
 - Many staff have set up their rooms, parking lot and sidewalk work is complete

Subcommittee: Building and Grounds

Meeting Date & Time: 6/14/24 onsite MB

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

- MB tour new building/demolition
- Bond Expenditure Tracking
- Tracking projects
 - SY
 - Roofing
 - Remodel

- RMS
 - flooring/lighting/painting/front entry
- RHS
 - Parking lot
- MB
 - Demo
 - Finishing flooring/interior
- BL
 - Driveway
 - Move 7/1 and 7/2
- KW
 - Roofing
 - Flooring

Subcommittee: Building and Grounds

Meeting Date & Time: 4/15/24 onsite SY

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty, Robin Richards

- SY tour and explanation of the project
- Bond Expenditure Tracking
- Early dismissal (MB 4/17), (SY, RMS, BL and KW 4/22)

Meeting Date & Time: 3/15/24 onsite MB

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty, Ms. Erickson, Mr. Hough

- MB tour
- RMS phasing
- RHS driveway issues update
- Bond expenditure report
- RHS project update
 - HVAC engineers
 - OAC meetings on final project scope
- Arbitrage

Meeting Date & Time: 12/22/23 via Zoom 3pm

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty, Aaron Bredenkamp

- Seymour construction schedule
 - Start up May 23?, move to WCC for August/Sept.
- Seymour GMP
- Most current bond expenditure report
- Blumfield progress
- Mockingbird progress
 - Last day May 17, depending on snow days
 - Move May 20 and 21. Set up rooms 22-24.

Subcommittee: Building and Grounds

Meeting Date & Time: September 15, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

- Field trip to MB
- Discussion of SY and desire to move to a true 2 section building, effect on other schools

Meeting Date & Time: August 23, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

- Field trip to BA/SB complex and WW or KW
- BL
 - Work continues on finalizing plans for January
 - Subcontractor contracts have been turned in
- Meadows
 - Settled in, door cores are one of the last items
 - Alarm systems are installed and operating
- MB
 - More walls are up and in place, decking work is taking place on several portions of the building
 - Hollow core is installed for the tornado shelter
- KW
 - A/C is working! Humidity levels have been much improved
- RMS

- Work is started again on replacing some of the old units, this includes units in non-instructional areas such as the locker rooms and boiler rooms
- SY and RMS
 - Work is continuing on planning and scope identification for the two projects
- MOVING Discussion for WW and BL
- BOE resolution Adler Field

Meeting Date & Time: July 21, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

July 21, 2023

- Meadows
 - Work continuing on interior finishes
 - Hallway tile
 - Boxlights
 - Lighting
 - Ceiling pads
 - Painting
 - Driveway pour is complete, parking lot work continuing
 - Move in set for July 24-26
 - Onsite tour given on 7/21 for Meadows staff
- WW
 - Demolition near complete
 - West half of driveway to be demoed and repoured before August 10
- MB
 - More walls have been erected,
 - Utility work complete, 93rd N. bound is reopened. Two pours left on S. bound 93rd
- KW
 - HVAC units are mostly up and running,
 - Custodians have been onsite this week working on cleaning classrooms
 - Fire sprinkler system nearly complete
 - Work continuing on repouring front drive and exit from the parking lot
- RMS
 - HVAC units are in varying degrees of installation and completion. Much work needs to be done to get the building up to 100% climate controlled by 8/10, several crews including plumbers, electricians and tanners are on site working on installation,

- Building is currently comfortable, and gets somewhat more cool with each new unit installed.
- RHS
 - Softball field turf is due to be installed in August.
 - Back driveway has been mostly poured, more work to come on the approach and the parking stalls
 - Field should be accessible for play, but the surrounding areas around the RR/Concession stand/Pressbox may not be ready for opening, this
 - may require the season starting at Crown/Wager until the site is safe enough for players and fans.
- Misc
 - CM@R selection process should be completed by 7/24, finalists are Weitz and Boyd Jones
 - 2nd Tranche of bonds are sold, we came out pretty good as there was a bidding war on some of our bonds. Interest rates are higher, but are much lower than we estimated at the outset of the project.

Subcommittee: Building and Grounds

Meeting Date & Time: June 2, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

Agenda:

- I. ME
 - A. Overhead electrical
 - B. 3M glass film
 - C. Water main for fire sprinkler system
 - D. Drywall taping and mudding Phase 5
 - E. Ceiling grids
- II. MB
 - A. More panels on the ground to be lifted. 30 completed by next week
 - B. Underground utility work on 93rd st. limited closures throughout June
- III. KW
 - A. Change orders aplenty, drywall removal and reinstall,
 - B. Vandalism
 - C. HVAC work progressing
- IV. RMS

- A. HVAC work progressing, many hallway units are installed, hoping to have limited cooling in some locations by July 4
 - B. Boiler room nearly complete
- V. WW
 - A. Move completed, demolition has started, installation of some new ductwork has been completed
 - B. Contractor Trailer onsite.
 - C. Asbestos removal is complete
- VI. BL
 - A. GMP received from Weitz, bid is right on budget, contingency fund is healthy, present to BOE June 12
- VII. RHS
 - A. Concession stand to have power today
 - B. Interior work very near completion
 - C. Softball field now has a rock base, drainage.

Subcommittee: Building and Grounds

Meeting Date & Time: April 28, 2023

Members Attending: Jason Buckingham, Robin Richards, Carrie Hough, Mary Roarty

Agenda:

- VIII. Tour of progress at Meadows site
- IX. Tour of progress at MB site.
- X. Review of construction methods at MB for tilt up wall construction.

Subcommittee: Building and Grounds

Meeting Date & Time: March 23, 2023

Members Attending: Jason Buckingham, Mary Roarty, Carrie Hough

Agenda:

- XI. BA/SB block work is complete, framing work to begin, underground utilities are started
- XII. KW timeline for project

- XIII. Meadows timeline for completion
- XIV. Meadows move and transportation plan
- XV. Continued wall construction at MB
- XVI. WW plan finalized, critical equipment has been ordered.
- XVII. Seymour staff introduced to their project summer 2024

Subcommittee: Building and Grounds

Meeting Date & Time: February 22, 2023

Members Attending: Jason Buckingham, Mary Roarty, Carrie Hough

Agenda:

- XVIII. BA/SB concession stand building is continuing to progress, block is being laid for lower level walls
- XIX. KW Phase 1 bid opening and results. Winner Midwest DCM \$1,370,000, second bid \$1,848,000 from Sampson, Mark VII declined to bid. KW project bid budget \$2,438,267.
- XX. KW roofing project \$314,000 McKinnis Roofing, next closes bid Black Hawk Roofing \$318,850
- XXI. Blumfield initial plan
- XXII. Final MEA transportation meeting March 21
- XXIII. MEA move date 4/1
- XXIV. Bay Meadows Park Hold Harmless Draft Koley Jessen

Subcommittee: Building and Grounds

Meeting Date & Time: January 20, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

Agenda:

- XXV. Continued work at MB to dry out/thaw out ground for lower level pour, City of Omaha requiring new sidewalk along the S and E perimeter of MB.
- XXVI. HVAC work continues at KW and RMS, control systems

- XXVII. Cooling tower demolition completed RMS, work continues in boiler room
- XXVIII. Lower gym unit now repaired and online.
- XXIX. Pre-bid meeting at WW, very well attended, bids have been submitted and are being tabulated, GMP review 1/23 and 1/26
- XXX. Meadows security camera bid opening 1/23
- XXXI. KW page turn meeting 1/23

Subcommittee: Building and Grounds

Meeting Date & Time: December 12, 2022

Members Attending: Jason Buckingham, Mary Roarty

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: November 11, 2022

Members Attending: Jason Buckingham, Mary Roarty

Agenda:

- XLI. BA/SB field work is progressing, trailer and staging areas identified
- XLII. Security camera/door access meeting
- XLIII. Field trip for 1st graders

XLIV. HVAC controls RMS/KW, phase 1 to be completed Nov. 21

XLV. KW foundation repair project

XLVI. Meadows bids/moving process

Subcommittee: Building and Grounds

Meeting Date & Time: October 24, 2022 in person

Members Attending: Jason Buckingham, Mary Roarty

Agenda:

XLVII. BA/SB field project, preconstruction meeting, earthwork and demolition have started

XLVIII. Meadows bids due and ready for presentation on 11/14

XLIX. WCC visit, Food service, health inspector

L. KW Foundation Plan, to start 10/26

LI. WW Design plan

LII. ME flythrough.

Subcommittee: Building and Grounds

Meeting Date & Time: September 19, 2022 via zoom

Members Attending: Jason Buckingham, Mary Roarty

Agenda:

LIII. MB project progress

LIV. RMS/KW HVAC update

LV. WCC visit

LVI. KW Foundation Plan

LVII. Meadows Design plan

Subcommittee: Building and Grounds

Meeting Date & Time: August 23, 2022 via zoom

Members Attending: Jason Buckingham, Mary Roarty, Jay Irwin, Dr. Adler

Agenda:

LVIII. BA/SB field update

A. Bid opening 8/30

LIX. KW foundation update

LX. RMS/KW HVAC update

LXI. MB construction update

LXII. ME plans

Subcommittee: Building and Grounds

Meeting Date & Time: Monday, July 22, 2022

Members Attending: Mary Roarty, Jason Buckingham

Agenda:

LXIII. Mockingbird GMP numbers and budget

LXIV. Update on Construction progress at MB, Geopiers due for install first week of August

- LXV. RMS/KW HVAC bids
- LXVI. Meadows Design and progress
- LXVII. RMS AC

Meeting Date & Time: Monday, Jun 20, 2022

Members Attending: Mary Roarty, Jay Irwin, Jason Buckingham

Agenda:

- LXVIII. Mockingbird floor plan design-review of finalized floor plan for MB
- LXIX. Mockingbird Exterior options-review of existing renderings and requests were made for additional options, which were placed on the BOE agenda for 6/27/22
- LXX. Camera and Security plans for MB-The camera and perimeter security plans were discussed and review, including placement and type of individual cameras.
- LXXI. Review of Phase II HVAC project for RMS/KW. Timeline was reviewed including information on the process for soliciting bids and the due dates. Currently July 7 is the close date for submitting bids.

Next Meeting Date & Time: TBD

Meeting began at 9:00AM and adjourned at 9:38 AM

Finance and Human Resources Subcommittee Running Agenda

July	August	September	October
November	December	January	February
March	April	May	June

Date: March 9, 2026
Time: 5:15pm
Location: VMAC
Members Attending: Carrie Hough, Liz Kumru, Jason Buckingham, Aaron Bredenkamp,
Agenda: <ul style="list-style-type: none"> ● Budget Authority <ul style="list-style-type: none"> ○ Calculation ● Certified State Aid <ul style="list-style-type: none"> ○ TEEOSA Components ○ State Aid Comparison ● CAP Funding ● HR update, career fairs, recruitment etc (RP) LINK

Date: February 9, 2026
Time: 5pm
Location: Ralston High Alumni Room
Members Attending: Carrie Hough, Liz Kumru, Jason Buckingham, Aaron Bredenkamp, Ryan Pivonka, Jim Frederick
Agenda: <ul style="list-style-type: none"> ● State Apportionment (AB) <ul style="list-style-type: none"> ○ Forecasted ○ Finalized ● Revisit on District Valuation (AB)

- Impact on [Levy](#)
- Impact on [Budget](#)
- State Aid 2026/2027 (AB)
 - [State Aid Comparison](#)
 - [TEEOSA Components](#)
 - [TEEOSA Calculations*](#)
- [LB 1038 Modeling](#)
 - [Still in committee](#)
- HR update, career fairs, recruitment etc (RP) [LINK](#)
- Communications Update (JF)

Date: December 8, 2025

Time: 5:45pm

Location: VMAC

Members Attending: Carrie Hough, Samantha Willey, Jason Buckingham, Aaron Bredenkamp, Ryan Pivonka

Agenda:

- [OPS Situation](#)
 - [Impact on Ralston](#)
- Plans of Assistance
- REA Grievance

Date: November 10, 2025

Time: 5pm

Location: VMAC

Members Attending: Samantha Willey, Jason Buckingham, Aaron Bredenkamp, Ryan Pivonka

Agenda:

- Update on [District Valuation](#) (AB)
 - Impact on [Levy](#)
 - Impact on [Budget](#)
- State Aid Recalculation Update (AB)
 - [Recalc of NEEDS](#)
 - [Recalc of RESOURCES](#)
 - [State Aid Comparison](#)
- [Insurance Rate Announcement](#)

- [Rates by plan](#)
- Year Two of Negotiated Contract Raise = \$725 on the base (2%)
- Audit Update (AB)
- Federal Funds Update (JB)
- HR update, career fairs, recruitment etc (RP) [LINK](#)

Date: September 8th, 2025

Time: 5:30pm

Location: VMAC

Members Attending: BOE

Agenda:

- Budget and Tax Hearing

Date: August 11, 2025

Time: 5pm

Location: VMAC

Members Attending: Carrie Hough, Samantha Willey, Jason Buckingham, Aaron Bredenkamp

Agenda:

- [Budget Additions/Edits for 25-26](#) (AB)
- [Updated Income/Disbursement Sheet](#) (AB)
- [Updated Levy](#) (AB)
 - [Certified Property Tax Authority](#)
- ESSA Funding update (AB/JB)
- Tennis Court Grant (JB)
- [HR Update \(RP\)](#)

Date: July 14, 2025

Time: 5pm

Location: VMAC

Members Attending: Carrie Hough, Samantha Willey, Jason Buckingham, Aaron Bredenkamp, Ryan Pivonka

Agenda:

- [Budget Factors for 25-26](#) (AB)
- [Current openings at RPS](#) (RP)
- Special Building Fund (JB)
 - [Roof Replacement Schedule](#)
- Depreciation Fund Contribution (AB)
 - [Depreciation Timeline](#)
- Bond Fund (JB)

Date:

Time:

Location: VMAC

Members Attending: Carrie Hough, Samantha Willey, Jason Buckingham, Aaron Bredenkamp, Ryan Pivonka

Agenda:

-

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

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

#liveNASB

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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
 NASB Facebook: www.facebook.com/NASBonline
 NASB Videos: "NASB Home - News & Resources - Videos"

Nebraska Legislature:
www.nebraskalegislature.gov

Senators Web Pages:
www.nebraskalegislature.gov/senators

2026 YOUR ROLE IN ADVOCACY & ENGAGEMENT

Leadership

Innovation

Vision

Engagement

#liveNASB

109TH LEGISLATURE, 2ND 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

109TH LEGISLATURE, 2ND 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.

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

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- S-11 Cooperation with HHS
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... 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)

Leadership

Innovation

Vision

Engagement

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109TH LEGISLATURE, 2ND SESSION

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 & 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 & 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

109TH LEGISLATURE, 2ND 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)

109TH LEGISLATURE, 2ND 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 & 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)

109TH LEGISLATURE, 2ND 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)

109TH LEGISLATURE, 2ND 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

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109TH LEGISLATURE, 2ND SESSION

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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

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109TH LEGISLATURE, 2ND SESSION



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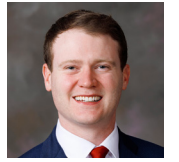
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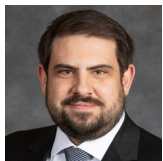
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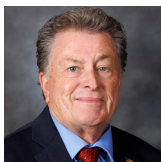
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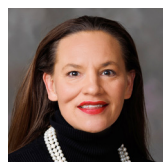
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District 49 - Omaha

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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

Blumfield Elementary

3/23/26

School Improvement Goals:

Goal #1

Our overall reading proficiency average will continuously show growth toward meeting or exceeding state averages based on Spring NSCAS 2026

Goal #2

Our goal is to increase average daily attendance to 97% and decrease chronic absenteeism by 10%.





Goal: Our overall reading proficiency average will continuously show growth toward meeting or exceeding state averages based on Spring NSCAS 2026

Data Points BOY

Describe current reality, using data only, students' strengths/limitations/concerns.

1) Spring NSCAS proficiency (3-6) was 37.5%

Grade level proficiency:

- 3rd: **29%**
- 4th: **51%**
- 5th: **37%**
- 6th: **33%**

2) **Primary Reading Data - Early Reading**

- K: High Risk: 59% Some Risk: 3% On-Track: 27% Advanced: 11%
- 1st: High Risk: 58% Some Risk: 13% On-Track: 30% Advanced: 0%

AReading

- 2nd: High Risk: 26% Some Risk: 7% On-Track: 60% Advanced: 7%

3) **Intermediate Reading Data - Fall MAP test at/above grade level mean**

- 3rd: 15/42 - 35.7% - 17/40 - 42.5%
- 4th: 12/38 - 31.5% - 15/40 - 37.5%
- 5th: 25/50 - 50% - 26/51 - 51%
- 6th: 14/39 - 35.9% - 17/40 - 42.5%



Action Steps

- 1) New process when we are in PLCs. We will look at the 4 big questions, and use a district-created PLC form created to keep track of our data and PLC conversations.
- 2) We will continue our work on the implementation and fidelity of CKLA instruction.
- 3) Goal Setting 3-6 program will begin implementation.
- 4) BIST behavior training for all staff. Continuing to improve our systems and responses to student behavior will preserve the learning environment for all kids.
- 5) Teacher Noticing and Equity work with Dr. Chism - Our goal is to observe and meet students where they are at academically. To do that we will increase our capacity for noticing and responding to student's needs.



Data Points at Semester

1) NWEA Reading Assessment - % at grade level norms

- 3rd: 17/40 - 42.5% + **6.8%**
- 4th: 15/40 - 37.5% +**6%**
- 5th: 26/51 - 51% +**1%**
- 6th: 17/40 - 42.5% +**6.6%**
- Building: 75/171 - 43.8% +**4.8%**

2) Winter Early Reading

K: High Risk: 53%(-6%) Some Risk: 5%(+2%) On-Track: 38%(+11%)

Advanced: 5%(-6%)

1: High Risk: 45%(-13%) Some Risk: 15%(+2%) On-Track: 38%(+8%)

Advanced: 3%(+3%)

AReading

2nd: High Risk: 21%(-5%) Some Risk: 12%(+5%) On-Track: 63% (+3%)

Advanced: 5% (-2%)



Updated Action Steps

- 1) We have continued to reflect on our PLC process and our growth within that process. Our conversations around support in tier 2 and 3 are solid, and we continue to refine our support in tier 1. The work with Dr. Chism will help
- 2) We will continue our work on the implementation and fidelity of CKLA instruction.
- 3) Goal Setting 3-6 program will begin implementation. We have aligned our goal setting 3-6 for NSCAS and have several events planned in the preparation for state testing to motivate our kids
- 4) BIST - We will continue our monthly behavior PLCs and review student behavior. We will continue to have support with Dawn from BIST in individual coaching as well as consulting support
- 5) Teacher noticing and equity work with Dr. Chism
 - Walkthroughs with Guiding Coalition
 - Walkthroughs with all staff practicing teacher noticing
 - Planning for the future



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

- We will expand our non-evaluative walkthroughs to support “teacher noticing.” Being more intentional about our observations of students who are struggling will help steer our responses in tier 1 instruction.
 - Walkthroughs as a centerpiece for PLCs next year
 - Check data on students
 - Peer/Specialist Walkthroughs for “teacher noticing”
 - PLC discussions regarding observations and supports
- Follow-up learning walkthroughs for teachers
 - Peer walkthroughs to learn from other teachers/specialists
- We will keep our focus on BIST and schoolwide consistency, particularly around our 2 non-negotiables
 - I will not disrupt the learning of others
 - I will not be unkind to classmates or teachers
- Next year will be a heavy focus as a building on Science of Reading



Goal #2

Our goal is to increase average daily attendance to 97% and decrease chronic absenteeism by 10%.



Data Points BOY

- 1) 93.3% average daily attendance rate (2024-2025 School Year)
- 2) Number of Chronically Absent Students: 90
- 3) Average absences per student: **10 days**
 - White/non hispanic: **9.16**
 - Hispanic: **11.91**
 - Black/ Non hispanic: **7.98**
 - Multiracial: **13.3**
 - Asian: **3.96**
 - American Indian/ Alaskan Native: **10.63**
 - Pacific Islander: **19**
- 4.) Average absences per grade level:
 - K: **12.85**
 - 1st: **10.51**
 - 2nd: **11.85**
 - 3rd: **9.88**
 - 4th: **9.5**
 - 5th: **11.3**
 - 6th: **8.56**



Action Steps

- 1) Continue mandatory late student parent sign-in. When students come after 8:10, families will be required to walk into school to sign them in.
- 2) Celebrate attendance at monthly leadership assemblies, including extra recess with the principal for top classes.
- 3) Continue participating in MOEC and revising and trying new ideas. (if a grant is awarded)
- 4) Brag Tags for students who have 95% or higher attendance each month.
- 5) Communication to families about vacation days
 - Send that out to families over the summer
- 6) 25 Day Check Ins - Every family gets a letter every 25 days tracking their attendance. Students can return their sheet with action plans to be entered into a prize drawing.. “What will we do to improve attendance?” or “What will we do to continue great attendance?”
- 7) Additional school based mental health services have been added. Students will have access in school to tier 3 support through therapy.
- 8) We are starting a team for family engagement that will have a goal of one event monthly to bring parents in the door, targeting families from different cultures and languages.



Data Points at Semester

1) First Semester Average Daily Attendance: 94.08%
(+1.13)

First Semester Average Daily Attendance 24-25 SY -
92.95%

Full Year Average Daily Attendance 24-25 SY - 93.3%

Current as of 3/7/26 - 93.83% (92.97 same time frame last
year)

2) Number of Chronically Absent Students(semester):

- 1st Semester - 59 (76 last year)
- As of 3/7/26- 61 (83 last year)



Updated Action Steps

- 1) Continue to review our attendance weekly to review for students getting off track and celebrate students getting back on track.
- 2) We have had a lot of positive feedback on “Brag Tags” and will continue to utilize them and adjust to account for special circumstances.
- 3) Continue 25 day checkin’s
- 4) Goal set for second semester with families who are at-risk and chronic so that they can stay under our goal.



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

- Early intervention with struggling attendance was successful in several, but not all cases. We will continue to emphasize communication regarding attendance including teachers, counselors, and administrators.
- Kids are excited about earning a brag tag over the course of each month. We will consider continuing this into next year.
- We are going to continue to add recognition for the kids and families continuing to be here every day and on time.



Questions?





Mr. Tyler Barna, Program Supervisor
March 2026

RISE Alternative Program
8521 Park Drive, Ralston

RISE Staff: Tyler Barna, September Carter
Special Education Support: Kyle Kikta

Executive Summary

The RISE works to close the gap that exists between Ralston's graduation rate and the State of Nebraska's graduation rate.

- **Who We Serve:**
 - High-need, non-traditional students.
- **Program Growth:**
 - Currently serving nearly **double** the number students as last year.
- **Increased Complexity:**
 - Growing number of medical and extended-plan students.
- **Outcomes:**
 - 15 students expected to graduate from the RISE in 2025-26.





Program Overview

Mission

To **engage** every student in a targeted program that **fosters hope**, creates a **positive outlook**, and **builds pathways** to college and career opportunities.



We support students working through issues with:

Attendance

Significant Life Events

Behavior

**Non-Traditional
Scheduling Needs**

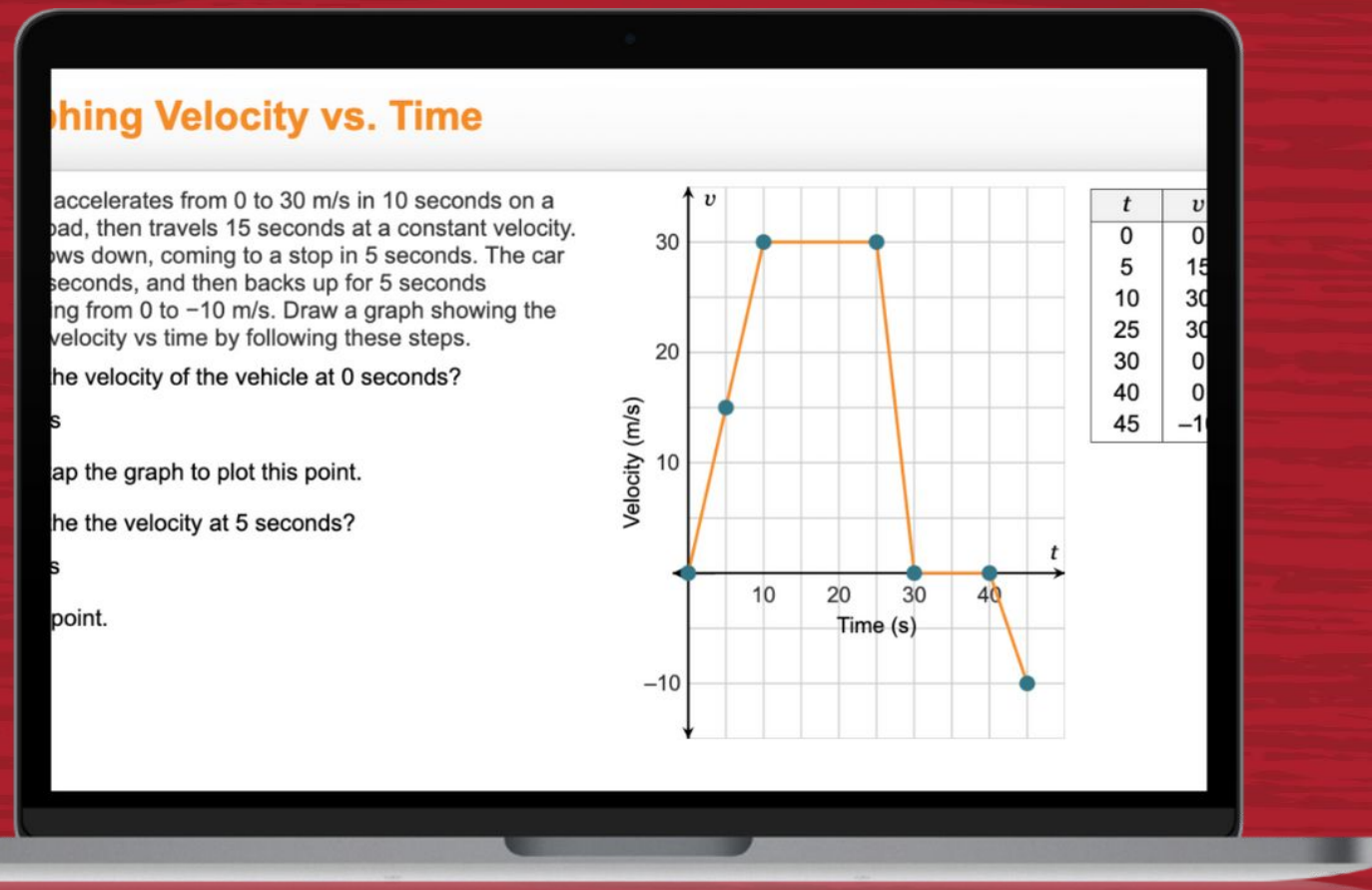
Credit Deficiency

School Transition



Meeting students where they are

Instructional Model - Edgenuity



- Self-paced, digital learning.
- Supports both initial credit and credit recovery.
- Students must demonstrate proficiency before advancing in the course.



Our Approach to Student Success

Environment

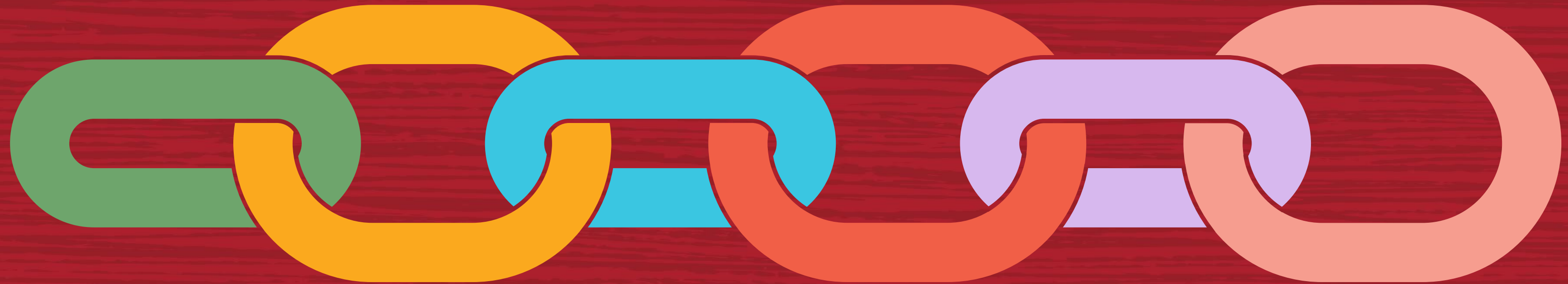
Maintain a **stable, flexible environment** to **minimize distractions**.

Communication

Communicate with families and caseworkers to create a **network of support**.

Partnerships

Leverage **partnerships** to support **high school completion** and **bridge to the workforce**.



Build Connections

Build **personal connections** to foster a sense of **belonging**.

Progress Monitoring

Track progress to provide **regular feedback** and **goal-setting** support.

Advocacy

Empower and support students with **academic** and **personal** growth.

Partnerships

- **Metro CC - Credential College, Elizabeth Vasquez**
 - Free program designed to equip students with **job skills, certifications, and licenses.**
 - **Short-term credentials** aligned to MCC Academic Focus Areas and degree progression.
 - Business, Community and Human Services, Health Professions, Skilled Trades & Technical Sciences, Information Technology
- **D2 Center, Kathy Kocsis**
 - Free advocacy program focused on **helping students earn diplomas.**
 - **Mentorship** approach, where students are paired with Youth Academic Navigators who guide and support their progress.
 - Ralston has 10 spots with D2; the **RISE is currently utilizing 5 spots.**



New RISE Location

- **Benefits**

- The new location is a major upgrade in **safety**.
- The new look, including new paint, furniture, and branding, communicate Ralston's **commitment to all students**.
- This site allows the RISE to be more **connected** to RHS. RISE feels like an **extended campus**, being within walking distance of RHS.



- **Our Spaces**

The RISE has a **main instructional area** with 18 seats and **multi-use conference room** used for high-attendance seating, 1:1 special education services, and on-site meetings.





Data and Results

Enrollment

- **77 unique students** were rostered to the RISE throughout the 2025-26 school year.
- **Current active enrollment is 60 students.**
 - March 2025: 34 students
 - March 2024: 61 students
 - March 2023: 48 students
- Our enrollment underscores the **increased need and demand** for alternative programming.



Enrollment by Grade Level

	Mar. '23	Mar. '25	Mar. '26
Fresh.	3 (6%)	4 (12%)	3 (5%)
Soph.	6 (12%)	9 (26%)	12 (20%)
Junior	21 (44%)	5 (15%)	17 (28%)
Senior	8 (17%)	12 (35%)	18 (30%)
5th-Yr.	10 (21%)	4 (12%)	10 (17%)
	48 students	34 students	60 students



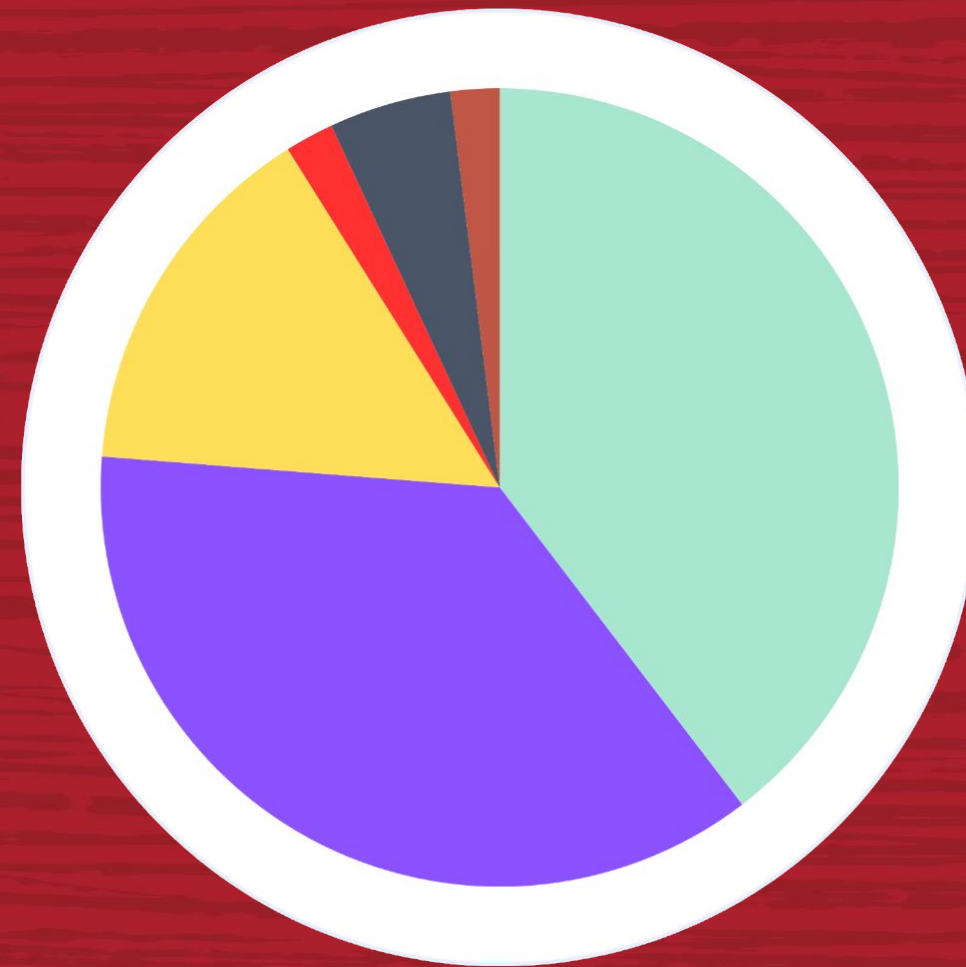
- Freshman (5%)
- Sophomore (20%)
- Junior (28%)
- Senior (30%)
- 5th-Year (17%)

*Program growth from 2025 to 2026 was driven primarily by a significant increase in the **Junior class** (+12 students), supported by strong growth in the **Senior and 5th-Year** student populations.*



Enrollment by Race/Ethnicity

	Mar. '23	Mar. '25	Mar. '26
White, Non-Hisp.	55.6%	53%	40%
White, Hisp.	33.3%	26.5%	37%
Black, Non-Hisp.	2.8%	14.5%	15%
NH / PI	0%	0%	2%
2+ Races, Non-Hisp.	2.8%	3%	5%
2+ Races, Hisp.	5.6%	3%	2%



- White, Non-Hisp. (40%)
- White, Hisp. (37%)
- Black, Non-Hisp. (15%)
- N. Hawaiian / PI (2%)
- 2+ Non-Hisp. (5%)
- 2+ Hisp. (2%)

Minority students have increasing representation at RISE.



Not represented in the dataset: (1) Black, Hispanic, (2) Asian, (3) American Indian / Alaskan Native

Enrollment: Primary Reason for Reassignment

	March '23	March '25	March '26
Attendance	25%	9%	20%
Behavior	14%	24%	28%
Credit Recovery	41%	35%	(37%) 8%
Extended Plan (5th+)	-	-	17%
Medical	-	-	12%
Option	-	20%	15%
Transfer	19%	12%	0%



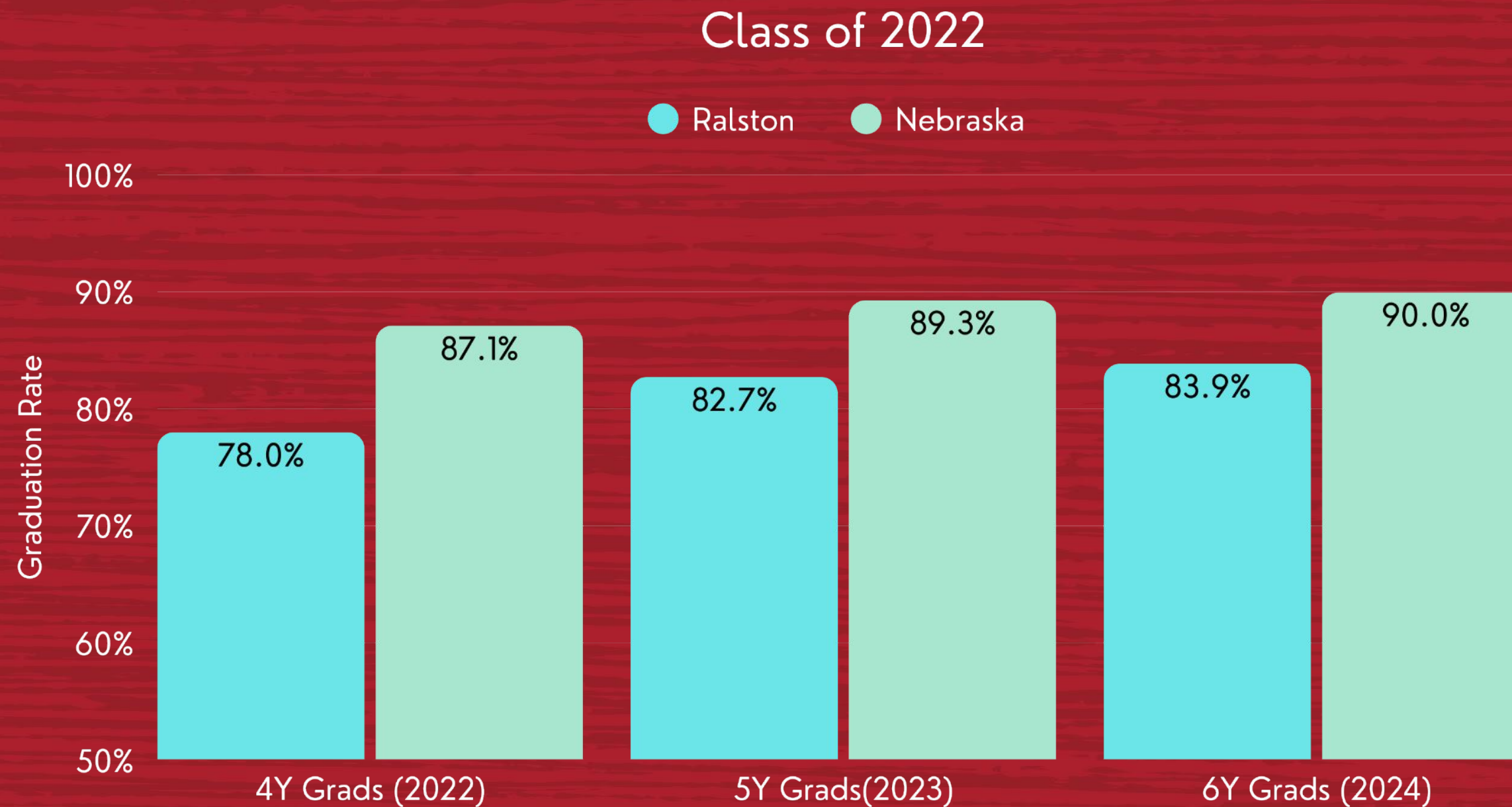
- Attendance (20%)
- Behavior (28%)
- Credit Recovery (8%)
- Extended Plan (17%)
- Medical (12%)
- Option (15%)

Behavior reassignments have steadily increased. *Credit Recovery* continues to be a major need, with varying causes.



For data clarity, beginning in 2026, "Credit Recovery" was disaggregated into (1) Credit Recovery, (2) Extended Plan, and (3) Medical.

Extended Graduation Rates

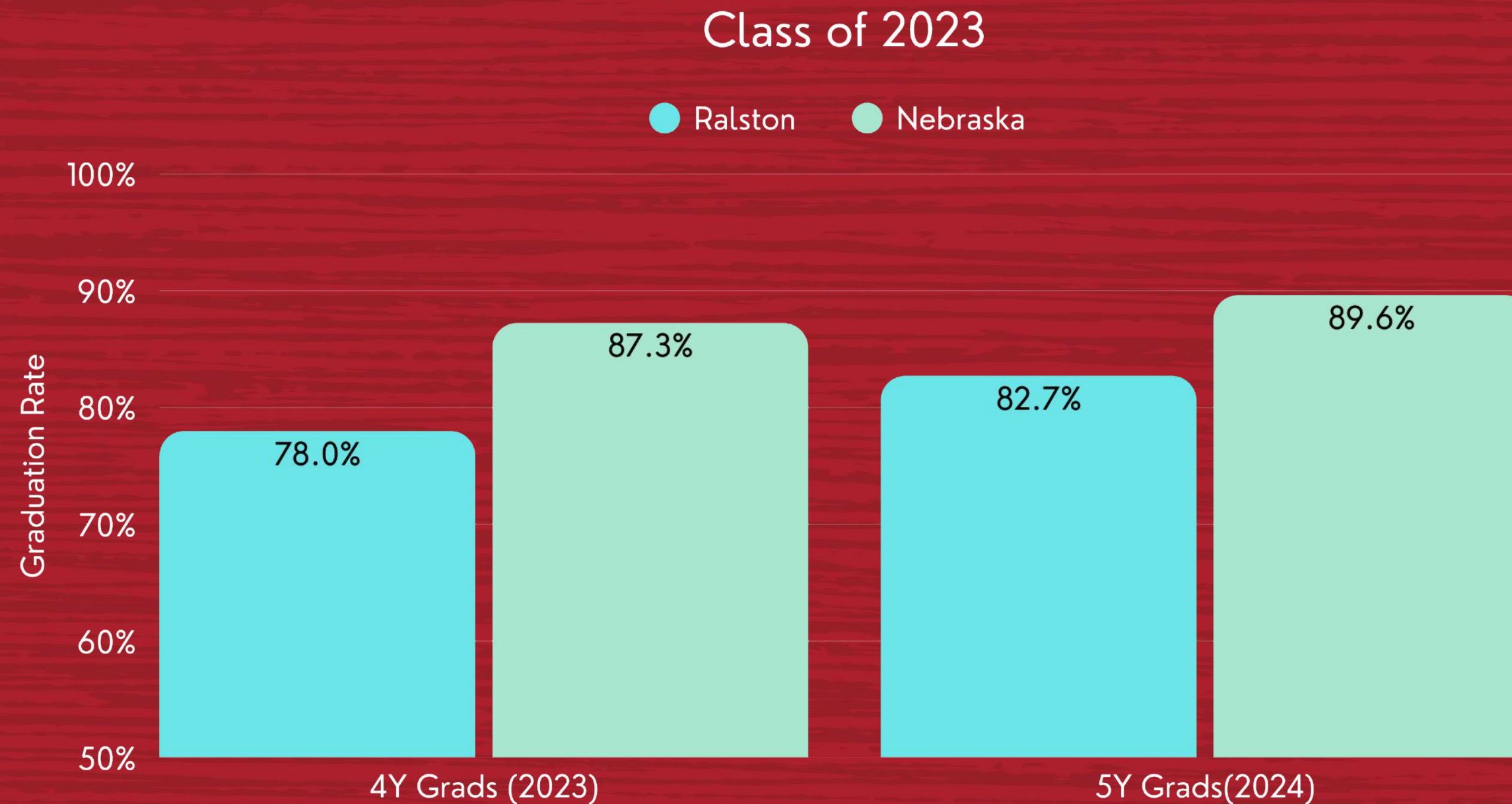


*For the Class of 2022, the RISE helped raise the **graduation rate by 5.9%** after the four-year mark, **closing the gap** between the district and the state **by 3%**.*

nep.education.ne.gov



Extended Graduation Rates



*For the Class of 2023, the RISE helped raise the **graduation rate by 4.7%** after the four-year mark, **closing the gap** between the district and the state **by 2.4%**.*



Graduations

**Already
Graduated
(YTD)**

6

**Projected to
Graduate
(EOY)**

9

RISE is accelerating graduation for high-risk students.

*★ 15 estimated graduations represents an **increase of 33%** from 2025. ★*



Committed to Every Student

The RISE is **more** than just an alternative placement. It is a **pathway to graduation** for those who would **otherwise not finish**.

- Fostering Hope
- Building Pathways
- Achieving Results



Questions?



Ralston

PUBLIC SCHOOLS
HUMAN RESOURCES

BOARD OF EDUCATION UPDATE
CERTIFIED STAFFING
MARCH 23, 2026

(All data current as of 3/20/26)





Certified positions filled

37*

of in district transfers

8

Current FTE to fill

11

of new positions

4

of positions not filling

4





<i>FTE still to fill</i>	11
<i>Speech Language Pathologist</i>	2
<i>HS French</i>	1
<i>Upper Elementary</i>	2
<i>Special Education</i>	2
<i>EL</i>	1
<i>Behavioral Coach (K-12)</i>	1
<i>HS Instrumental Music</i>	1
<i>HS Social Studies</i>	1



<i>CERTIFIED POSITION</i>	<i>STATUS</i>
<i>Speech Language Pathologist</i>	<i>Posted and accepting applications</i>
<i>HS French</i>	<i>Interviewing</i>
<i>Upper Elementary</i>	<i>Posted and accepting applications</i>
<i>Special Education</i>	<i>Posted and accepting applications</i>
<i>EL</i>	<i>Posted and accepting applications</i>
<i>Behavioral Coach (K-12)</i>	<i>Posted and accepting applications</i>
<i>HS Instrumental Music</i>	<i>Interviewing</i>
<i>HS Social Studies</i>	<i>Interviewing</i>



<i>Classified Positions</i>	6
<i>Executive Administrative Assistant to the Superintendent</i>	1
<i>Custodial - 3rd shift</i>	2
<i>Transportation Paraprofessional</i>	1
<i>Paraprofessionals</i>	2
<i>Other Positions</i>	5
<i>RHS Coaches</i>	4
<i>RMS Coaches</i>	1

Questions?



School	YTD 3/5/26	21-22	22-23	23-24	24-25	25-26	4 year change	3 year change	2 year change	1 year change
Blumfield		91.24	92.88	94.55	92.97	93.83	2.84%	1.02%	-0.76%	0.93%
Karen Western		91.44	92.64	94.01	94.37	95.51	4.45%	3.10%	1.60%	1.21%
Meadows		92.54	93.76	95.43	94.8	95.51	3.21%	1.87%	0.08%	0.75%
Mockingbird		90.03	92.15	93.24	92.97	94.16	4.59%	2.18%	0.99%	1.28%
Seymour		92.97	94.49	94.78	94.02	94.76	1.93%	0.29%	-0.02%	0.79%
Wildewood		92.59	92.83	94.4	93.82	94.83	2.42%	2.15%	0.46%	1.08%
RMS		91.01	91.47	92.39	92.63	93.2	2.41%	1.89%	0.88%	0.62%
RHS		87.25	87	87.16	87.16	88.16	1.04%	1.33%	1.15%	1.15%
		91.66								
Elementary		92.92	93.07	94.32	93.71	94.68	1.89%	1.73%	0.38%	1.04%

School	YTD 3/5/26	Chronic absentees, defined as missing 10% of school days to date					4 year change	3 year change	2 year change	1 year change
		21-22	22-23	23-24	24-25	25-26				
Blumfield		114	82	42	83	61	-46.49%	-4.69%	45.24%	-26.51%
Karen Western		58	64	33	25	21	-63.79%	-66.13%	-36.36%	-16.00%
Meadows		81	62	30	35	34	-58.02%	-69.64%	13.33%	-2.86%
Mockingbird		149	112	95	106	66	-55.70%	73.68%	-30.53%	-37.74%
Seymour		62	38	39	47	41	-33.87%	-32.79%	5.13%	-12.77%
Wildewood		68	61	40	45	38	-44.12%	-72.46%	-5.00%	-15.56%
RMS		166	138	119	114	122	-26.51%	-74.90%	2.52%	7.02%
RHS		502	486	493	478	416	-17.13%	-14.40%	-15.62%	-12.97%
Elementary		532	419	279	341	261	-50.94%	-37.71%	-6.45%	-23.46%

RPS Curriculum Planning & Resource Adoption Process

Content	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
K-12 Math	Research & Planning New Standards Implemented	Preview, Pilot, & Purchase	Initial Implementation & PD	Implementation & Evaluation	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust Fall '29 New Standards	Research & Planning Fall '30 New Standards Implemented
7-12 Career and Technical Education	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust Fall '26 New Standards	Monitor & Adjust Fall '27 New Standards Implemented	Preview, Pilot* & Purchase	Initial Implementation & PD	Implementation & Evaluation
K-12 ELA	Initial Implementation & PD	Implementation & Evaluation	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust	Research & Planning Fall '28 New Standards Implemented	Preview, Pilot & Purchase Fall '29 New Standards Implemented	Initial Implementation & PD
K-12 Science	Monitor & Adjust	Research & Planning Fall '24 new standards	Preview, Pilot, & Purchase Fall '25 new standards implemented	Preview, Pilot*, & Purchase	Initial Implementation & PD	Implementation & Evaluation	Monitor & Adjust	Monitor & Adjust
K-12 Physical Education/Health	Monitor & Adjust	Monitor & Adjust	Research & Planning	Research & Planning Fall '26 New Standards	Preview, Pilot*, & Purchase Fall '27 New Standards Implemented	Initial Implementation & PD	Implementation & Evaluation	Monitor & Adjust
7-12 World Language	Monitor & Adjust	Monitor & Adjust	Research & Planning	Preview, Pilot* & Purchase Fall '26 New Standards	Initial Implementation & PD Fall '27 New Standards Implemented	Implementation & Evaluation	Monitor & Adjust	Monitor & Adjust
K-12 Social Studies	Monitor & Adjust	Monitor & Adjust	Research & Planning	Research & Planning Fall '26 New Standards	Preview, Pilot, & Purchase Fall '27 New Standards Implemented	Initial Implementation & PD	Implementation & Evaluation	Monitor & Adjust

RPS Curriculum Planning & Resource Adoption Process

Content	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
K-12 Fine Arts	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust	Research & Planning Fall '26 New Standards	Preview, Pilot, & Purchase Fall '27 New Standards Implemented	Initial Implementation & PD	Implement & PD	Monitor & Adjust
K-12 Social Emotional Learning	Implement & PD	Initial Implementation & PD	Implementation & Evaluation	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust
PK Curriculum	Initial Implementation & PD	Implementation & Evaluation	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust	Research & Planning	Preview, Pilot & Purchase	Initial Implementation & PD
EL Curriculum	Research & Planning	Preview, Pilot, & Purchase	Initial Implementation & PD	Implementation & Evaluation	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust	Research & Planning
K-12 Media	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust	Research & Planning	Preview, Pilot, & Purchase	Initial Implementation & PD	Implement & PD

[NDE Content Area Standards Timeline](#)

RPS Curriculum Planning & Resource Adoption Process

Possible Time(s) the Work will Occur

Inservice days, instructional preparation days, PLC meetings with the Curriculum Toolbox and full content area teaching staff as needed, before/after school meetings as needed, work days with subs as needed on a limited basis, summer curriculum writing time

Process Steps	Overview of Major Work	Tasks
<p>Research & Planning</p> <p>(Year 1)</p> <p>(Dr. Zabrowski-Gates leads)</p>	<p>Create a K-12 Curriculum Toolbox (including classroom teachers, special education, and English learner teaching representation)</p> <p>Establish shared philosophy, vision & rationale</p> <p>Current Reality</p> <p>Analyze current performance in NSCAS, Fastbridge, Really Great Reading, and common assessments.</p> <p>Identify standards and instructional shifts</p> <p>Check for K-12 alignment of standards</p> <p>K-12 Review of instructional resources</p>	<ul style="list-style-type: none"> Facilitate a process for developing shared learning (read a book, journal articles, or participate in professional learning) Identify a research-based framework, instructional strategies and practices, or structures Identify our critical issues for curriculum, instruction, and assessment Unpack current process & content standards to practice new state standards Review best practice Analyze achievement data to inform discussions & decisions Develop textbook review form Complete a curriculum materials review for content alignment, pedagogy, and structure using a district-created textbook checklist
<p>Preview, Pilot* & Purchase</p> <p>(Year 2)</p> <p>(Dr. Zabrowski-Gates leads)</p>	<p>Pilot (or Field Test) instructional resources*</p> <p>Share curriculum adoption proposal with the Board of Education</p> <p>Develop curriculum guides & units</p>	<ul style="list-style-type: none"> Pilot and collect feedback on resources from participating staff Request purchase proposal Share curriculum adoption proposal with the Board of Education Begin developing curriculum guides and units Select curriculum districtwide implementation Provide professional learning for staff
<p>Initial Implementation & Professional Development</p> <p>(Year 3)</p> <p>(Dr. Zabrowski-Gates leads)</p>	<p>Staff trains with new curriculum, materials, and instructional practices</p>	<ul style="list-style-type: none"> Provide product training to staff Provide professional learning on instructional strategies in the context of the materials used Continue revisions to curriculum guides Provide observation training for administrators

RPS Curriculum Planning & Resource Adoption Process

<p>Implementation & Evaluation (Year 4)</p> <p>(Mrs. Megan Harding leads)</p>	<p>Develop common summative assessments</p> <p>Identify common proficiency standards</p> <p>Revise curriculum guides as needed</p> <p>Monitor implementation</p>	<ul style="list-style-type: none"> ● Develop assessments ● Develop scoring guides, tools, and proficiency levels ● Evaluate the effectiveness of the curriculum ● Common summative Assessments ● Common scoring guides, tools, and proficiency levels ● Update curriculum guides
<p>Monitor & Adjust (Year 5, 6, 7)</p> <p>(Mrs. Megan Harding leads)</p>	<p>Provide professional learning as needed</p> <p>Update standards & common summative assessments as needed</p> <p>Monitor implementation</p>	<ul style="list-style-type: none"> ● Monitor implementation as needed ● Review new research and best practice ● Update new standards as needed ● Update curriculum guides as needed ● Program Evaluation

6004 Curriculum Development

The board of education jealously guards its right, prerogative, and discretion to exercise local control of the curriculum development of the district to the greatest extent permitted by state and federal law, and has no intention of ceding such right, prerogative, or discretion.

The superintendent or his/her designee shall be responsible for providing and directing system-wide planning for curriculum, instruction, assessment and staff development.

The curriculum shall be standards-driven and accountability-based. The district's academic content standards shall be those required by the Nebraska State Board of Education in the subject areas of reading and writing (language arts), mathematics, and science only. The curriculum shall be articulated to include all programs and grade levels offered within the district, K-12 and, if applicable, shall include a preschool program. The curriculum shall reflect the comprehensive plan of the school district. All professional staff members are responsible for implementing the curriculum.

The superintendent or his/her designee will present this curriculum to the board for approval or modification.

The superintendent shall be responsible for establishing curriculum guides to articulate and coordinate the written curriculum, and to provide consistency of the written curriculum from one level of the district to the next. Curriculum guides shall provide for the development of the school district's curriculum and shall set academic standards, identify essential educational outcome criteria, and provide for the implementation, monitoring and evaluation of student learning.

Teachers are responsible for following the curriculum guides and teaching the written curriculum. Principals are responsible for monitoring the curriculum and evaluating teachers to ensure that they are teaching in compliance with the curriculum guides and written curriculum. The superintendent and his/her designee shall ensure that principals monitor the curriculum and evaluate teachers.

Curriculum and Textbook Adoption Schedule

The district will review curriculum and adopt associated textbooks on the following schedule.

SUBJECT AREAS	REVIEW	ADOPTION
Foreign Language Fine Arts/Music	2026-2027	2027-2028
K-12 Language Arts	2028-2029	2029-2030
Math	2024-2025	2025-2026
Technology	2028-2029	2029-2030
Science	2026-2027	2027-2028
Physical Ed/Health	2027-2028	2028-2029
Vocational	2028-2029	2029-2030
Social Studies	2026-2027	2027-2028
Financial Literacy	2028-2029	2029-2030
Computer Science and Technology	2028-2029	2029-2030

Adopted on: _____

Revised on: _____

Reviewed on: _____

5011

Physical Examination and Visual Evaluation of Students

I. Physical Examination

The following students shall provide evidence of a physical examination by a qualified health care provider:

- all incoming students in the beginner grade;
- students in seventh grade; and
- all out-of-state transfer students.

Evidence of a physical examination must be dated no more than six months prior to entrance

No student in grades 7-12 may take part in interscholastic athletics without passing a physical examination as required by the Nebraska State High School Activities Association.

II. Visual Evaluation for Students

The following students shall provide evidence of a vision evaluation by a qualified vision health care provider:

- all incoming students in the beginner grade and
- all out-of-state transfer students

The health care provider must test the student for amblyopia, strabismus and internal and external eye health, with testing sufficient to determine visual acuity. Evidence of a visual evaluation must be dated no more than six months prior to entrance.

Parents or guardians who wish to receive information regarding free or reduced-cost visual evaluations may contact Kids Connection at (877)-NEB-KIDS or the Nebraska Optometric Association at (800) 766-4466.

III. Objection to Examination

Any parent(s) or guardian(s) who object to a physical and/or vision examination and evaluation must submit a signed and dated refusal form to the school.

Adopted on: _____

Revised on: _____

Reviewed on: _____

5011
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- all incoming students in the beginner grade;
- students in seventh grade; and
- all out-of-state transfer students.

Evidence of a physical examination must be dated no more than six months prior to entrance. ~~If the student's parent(s) or guardian(s) object to a physical examination, they must submit a signed and dated refusal form to the school.~~

~~The district is not responsible for the cost of such physical examinations.~~

No student in grades 7-12 may take part in interscholastic athletics without passing a physical examination as required by the Nebraska State High School Activities Association.

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The following students shall provide evidence of a vision evaluation by a qualified vision health care provider:

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Adopted on: _____

Revised on: _____

Reviewed on: _____

2007

Reimbursement and Miscellaneous Expenditures

1. Board members, employees, and volunteers of the school district are expected to maintain and enhance their effectiveness by being well-informed on issues affecting education. They are encouraged to attend education workshops, conferences, training programs, official functions, hearings, and meetings sponsored by the school district or state and national educational organizations which are helpful to them in performing their duties or which are in the best interests of the school district.

2. This board hereby gives prior approval for board members to attend meetings described in the preceding paragraph. Upon approval by the board president, or the superintendent or designee when the board president is unavailable, such board members may attend authorized meetings without further action or approval by the board, and shall be paid or reimbursed for registration costs, tuition costs, fees or charges, travel expenses, and costs of meals and lodging as permitted by law.

a. The superintendent or the superintendent's designee may authorize employees and volunteers to attend meetings described in the first paragraph and may authorize the payment of such registration costs, tuition costs, fees, charges, travel expenses, costs of meals, and/or costs of lodging as he or she deems appropriate and as permitted by law.

b. Expenses for attendance at any of the above activities shall be paid by the school district as allowed by law. The Board shall pay or reimburse attendees for expenses that are actually, necessarily, and reasonably incurred in attending educational seminars, conventions, and workshops; conferences; training programs; official school functions, hearings or meetings, provided that such reimbursement is permitted by law.

c. The board authorizes the expenditure of funds for non-alcoholic beverages for individuals attending public meetings of the board and non-alcoholic beverages and meals for individuals while performing or immediately after performing relief, assistance, or support activities in emergency situations, and for any volunteers during or immediately following their participation in any activity approved by the board.

d. It is in the best interest of this school district to recognize service by board members, employees, and volunteers. The board authorizes the president, superintendent or the superintendent's designee to determine when and to whom plaques, certificates of achievement, flowers or other items of value should be granted, provided that no such plaque, certificate, flowers or other item of value shall cost more than \$100.00.

e. Funds may be spent for one recognition dinner each year for elected and appointed officials, employees or volunteers of the school district. The maximum cost per person for such a dinner shall not exceed \$50.00.

Adopted on: July 9, 2018

Revised on:

Reviewed on: October 23, 2023

3020 Copyright Compliance

Restrictions on Use and Permission. Copyrighted works such as print, audio, video, software, applications, and other documents or media (“works”) may be reproduced or used for educational purposes only when the use of the reproduction is a fair use in compliance with state and federal copyright law or when the written permission or license for such use has been obtained from the copyright holder. A staff member who wishes to use any non-original work must obtain the prior written permission of the building principal. Unless the district has obtained a license for use of a work for its intended educational purpose, no principal shall grant permission for a requested use of a copyrighted work unless the principal has reasonable grounds to believe that it is a fair use under applicable copyright law. Only works requested to be used in the course and scope of employment with the district will be permitted.

Distribution of Copyright Compliance Materials. The district will make information available to staff and students which describes and promotes compliance with copyright laws.

Course Materials Subject to Copyright Protection. The purpose of this provision is to provide notice to all staff, students, and parents that course materials may be subject to copyright protection. No class materials may be used or copied for use outside of the class session or sessions in which the materials are used for educational purposes unless authorized or required by law. No student or staff member may take audio or video recording of any class in which copyrighted materials are used unless authorized or required by law or an applicable educational plan provided under state and federal disability laws. Any such recordings will be kept only long as required to fulfill the purpose of the recording, such as for evaluative purposes, or the applicable retention period required by law.

Copies for Individuals with Disabilities. This policy does not restrict district staff members from reproducing or distributing copies of copyrighted works in a specialized format for use by individuals with disabilities to gain access to the work.

Removal of Unauthorized Copyrighted Works. Upon obtaining knowledge or awareness of an unauthorized use of copyrighted works, the district will take reasonable steps to remove, deny access to, and stop use of any unauthorized copyrighted work stored in the district’s paper or digital files or programs. This includes but is not limited to administrators accessing staff files and equipment for the purpose of physically removing curricular materials or directing staff members to cease using the materials immediately when there has been no license granted or fair use determination made. The superintendent or superintendent’s designee may limit or deny access to district materials and programs to students or staff members who engage in violations of this policy or copyright law. The district may require the student or staff member to obtain training on copyright protections and limitations in order to regain access to any such materials or programs.

Violations by Students and Staff. Any staff member who violates this policy will face disciplinary action up to and including the cancellation, nonrenewal, or termination of the employee’s employment. Any student who violates this policy may face disciplinary action up to

and including expulsion. Individuals who subject the school district to financial penalty for copyright violations may be required to reimburse the district for its costs for such violation.

Adopted on: July 9, 2018

Revised on:

Reviewed on: October 23, 2023

3022

Volunteers

Volunteers provide valuable assistance to school district staff and enrich the education program. Community members are encouraged to volunteer their services to the district under the conditions set forth below.

1. Volunteers must provide the district with directory information including their name, address, and telephone number.
2. Upon request by the district, volunteers must promptly execute a Volunteer Services Agreement.
3. The district may, but is not required to, conduct a criminal background check on any volunteer. A potential volunteer who refuses to undergo a background check will not be permitted to volunteer for the district.
4. Volunteers shall not perform the duties of a teacher as that term is defined in Nebraska statutes or regulations.
5. Volunteers do not have any property right in or to a volunteer assignment. The school district may deny or terminate a volunteer assignment for any reason that is not unconstitutional or unlawful. The superintendent's decision shall be final.

Adopted on: July 9, 2018 Revised
on:
Reviewed on: October 23, 2023

6038 Artificial Intelligence

As used in this policy, artificial intelligence tools (“AI Tools”) mean machine-based resources that use computer science, algorithms, large language models, and/or machine learning to perform tasks, answer questions, collect information, and respond to human-directed tasks, queries, and objectives. AI Tools include, but are not necessarily limited to, commercially-available resources like ChaptGPT, Google Bard, and other chatbots.

The board recognizes that among other resources, when properly used, AI Tools may provide valuable source information to students and teachers in relation to the district’s academic curriculum and assignments. Student use of AI Tools should focus on using such tools as a resource and for background material, rather than using the AI Tools to complete the assignment. Therefore, AI Tools may only be used by students in accordance with the following requirements:

1. Unless an individual teacher affirmatively communicates to students that AI Tools may be used for a specific assignment, then AI Tools may not be used. Individual teachers will decide for each individual assignment the extent to which students may use AI Tools for such assignment. Teachers are encouraged to make such a decision in advance of students being given the individual assignment in question.
2. Teachers will communicate to all students responsible for completing an assignment the extent to which such students may use AI Tools in connection with such assignment. Teachers will endeavor to include in such communications examples of permissible and impermissible uses of AI Tools.
3. If a student uses any AI Tools in connection with a school assignment, the student must comply with the following:
 - a. The student must explicitly disclose to the teacher in writing that the student used an AI Tool and the specific AI Tool used.
 - b. In any student work (whether hard copy, electronic, digital, or otherwise), the student shall give proper attribution to the AI Tool(s) used to the same extent that students are expected to give proper attribution to other sources of information such as books, texts, encyclopedias, secondary sources, and other traditional media. Such attribution may include, but is not necessarily limited to, accurate quotations, citations, footnotes, endnotes, and/or bibliography entries.
 - c. In no instance may the output from one or more AI Tools be copied and placed within a student’s work as if the student wrote such section themselves. For example and not limitation, students may not outsource the organization or the writing of any written work to any AI Tool.
4. A student’s failure to meet the requirements stated in this policy will constitute a violation of the district’s prohibitions against cheating plagiarism and/or academic dishonesty, including but not necessarily limited to such prohibitions stated in the Student Handbook, which violation will subject the student to discipline up to and including expulsion.

5. The student requirements stated above are the minimum requirements for any student assignment. An individual teacher may impose more stringent requirements for any specific academic assignment or coursework.

Adopted on: July 10, 2023

Revised on:

Reviewed on: July 10, 2023

4011.1 Nebraska Family Military Leave Act

The school district shall provide leave to its employees in accordance with the Nebraska Family Military Leave Act (NFMLA). The terms used herein shall have the meaning ascribed to them under the NFMLA. Employees may also qualify for leave under the Family and Medical Leave Act (FMLA), which is detailed in the district's FMLA policy. If an employee qualifies for leave under both the FMLA and NFMLA, any leave taken by the employee will count concurrently toward the leave limits of both.

I. Qualifying for Leave

A. Qualified Employees

To be eligible for unpaid leave under the NFMLA, an employee must:

1. Have been working for the school district for at least 12 months prior to the request; and
2. Have worked a minimum of 1,250 hours during the 12-month period immediately preceding the commencement of the leave.

B. Qualified Circumstances for Requesting Leave

The school district will grant a qualified employee up to a total of 30 days of unpaid leave if:

1. The employee is the spouse or parent of a person called to military service lasting 179 days or longer with the state or United States pursuant to orders of the Governor or the President of the United States and;
2. The leave is scheduled to be taken during the time federal or state deployment orders are in effect.

C. Qualifying Notice and Certification

Employees seeking to use the NFMLA will be required to provide:

- a. A consultation with the District to schedule leave so as not to unduly disrupt the operations of the school.
- b. Certification from the proper military authority to verify the employee's eligibility for the family military leave requested.
- c. 14-day advance notice of the intended date upon which the leave will begin, if leave will consist of five or more work days.

- d. As much advance notice as possible of the intended date upon which the leave will commence, if leave will consist of less than five work days.

II. Relationship with District During Leave

A. Leave to Be Unpaid

All leave provided to employees under the provisions of the NFMLA and this policy shall be unpaid leave.

B. Benefits

1. Taking leave under the NFMLA shall not result in the loss of any employee benefit accrued before the date on which the leave commenced.
2. Any employee who takes leave under the NFMLA will be permitted to continue their benefits at their own expense.
3. Payment for benefits must be made to the district in advance of the date on which they are due. For example, if health insurance premiums are paid to the carrier by the district on the 1st of the month, the employee taking leave under the NFMLA must provide the full cost of the premium to the district prior to that date. Failure to provide the full costs for all benefits the employee wishes to continue in advance of their due date may result in cancellation of benefits as permitted by law.

III. Return from Leave

A. Restoration to Position

1. Any employee who exercises the right to leave under the NFMLA shall be restored by the district to the position held by the employee when the leave commenced or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment.
2. This section does not apply if the district proves that the employee was not restored because of conditions unrelated to the employee's exercise of rights under the NFMLA.

B. Failure to Return

If an employee fails to return after the period of leave to which the employee is entitled has expired, and no additional qualifications for leave exist, the employee will be subject to the district's policies governing unexcused absences up to and including termination of employment.

Adopted on: August 15, 2017

Revised on: _____

Reviewed on: November 27, 2023

3056
Visitors to Schools

The Board of Education and staff of the District welcome visits to the schools. Such visitations will be governed by those rules and regulations established by the district to provide a safe environment.

Adopted on: July 25, 2016

Revised on:

Reviewed on: November 13, 2023

Visitors to the Schools

In accordance with building and District safety procedures, parents/guardians/patrons, students, and others may visit schools. These visits shall be in compliance with all building and District safety guidelines. The principal or appropriate Central Office administrator authorizing the visits shall consider the following:

- Disruption to the educational environment;
- Distraction to students and staff;
- Confidentiality for students and staff;
- Safety of students and staff.

Parent/Guardians/Patrons

- Parents/Guardians wishing to attend and monitor courses, counseling sessions, and other instructional activities, must obtain prior approval of the appropriate teacher, counselor, or administrator as defined in the student handbook.
- Parents/Guardians attending or monitoring courses with prior approval who, by their conduct or presence, interfere with the educational process or constitute an interference with school purposes, will be asked to leave.
- Parents/Guardians/Patrons attending building assemblies, building activities, classroom activities/parties during school hours will sign in at the office in accordance with building procedures.
- Unless otherwise restricted by law or court order, parents/guardians may visit their child's class only after being granted permission by the principal
- All visitors will report to the school office.

Visitation by Students

- Visits by students from other school districts or buildings must be cleared through the building principal. If approval is given, a visitor's pass will be issued.
- Children below legal school age wishing to visit the school must be accompanied by their parent or guardian.
- Non-students (graduates, etc.) will not be allowed to visit in a building without special permission from the building principal.

Program Visitations

- Persons wishing to visit schools for the purpose of viewing new programs, organizational patterns, facilities, etc. must obtain clearance from the appropriate Central Office administrator.

3029

Distribution of Flyers Advertising Non-School Organization Activities

As students can derive social and educational benefits from activities sponsored by non-school organizations, groups or individuals, the district will distribute information electronically through a student activity email advertising activities of non-school organizations that meet the requirements set forth below:

1. The electronic document may not contain statements that are obscene, lewd, vulgar, profane; violate federal, state or local laws or regulations; violate board policy; advocate the use or advertise the availability of any substance or material that may reasonably be believed to constitute a direct and substantial danger to the health or welfare of students, such as tobacco, alcohol or illegal drugs; incite violence; advocate use of force or urge violation of federal, state or municipal law, district policy or regulations; interfere with or advocate interference with the rights of any individual or the orderly operation of the schools and their programs.
2. The non-school organization must contact the District Communication office to (a) inform the district that it wishes to have information included in the Community Connection and (b) reserve a date from the communication office on their information will be included in the Community Connection.
3. The non-school organization must provide high resolution pdf document of their advertisement and must email it to the Communications Department 48 hours prior to the distribution date.
4. The electronic document may not advertise any activity which will take place during instructional time or during school-sponsored activities.
5. The electronic document must include a statement explaining that the organization is not affiliated with or endorsed by the district.
6. The District can, at its discretion, deny the inclusion of information at any time that conflict with local organizations or opportunities or at times that conflict or are inconvenient with school purposes.

Adopted on: July 25, 2016

Revised on: November 27, 2023

Reviewed on: November 13, 2023

3025

Returned and Outstanding Checks

Returned Checks. Any individual or entity that writes a check to the school district which is returned due to insufficient funds must reimburse the school district in cash for the amount of the check plus a \$30.00 returned check charge. Individuals or entities whose checks are repeatedly returned due to insufficient funds may be prohibited from paying amounts due to the school district via check.

Outstanding Checks. The superintendent will review outstanding checks issued from the school district's accounts. Outstanding checks are those which have not been deposited by the payee within 180 days of issuance. The board authorizes the superintendent or his or her designee to resolve all matters related to outstanding checks, including stopping payment and reissuing checks.

Adopted on: July 9, 2018

Revised on:

Reviewed on: October 23, 2023

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

village that was provided retail electric services in the mathematical calculation underlying the distribution.

3. Specifically, RPS and the Treasurer determined that, in 2019, 2020, and 2021, the Treasurer erroneously calculated and improperly underpaid distributions of PILOT funds to RPS in the amount of \$2,026,376.09 over the course of those years.

4. On April 28, 2023, RPS filed a Verified Petition seeking a writ of mandamus compelling the Treasurer to pay and distribute to RPS its appropriate share of PILOT funds made to the Treasurer by those Nebraska public corporations and political subdivisions that sold electricity at retail within cities or villages located in Douglas County, during 2019, 2020, and 2021.

5. On June 12, 2023, RPS and Douglas County entered into a “Release and Settlement Agreement” setting forth the amounts underpaid to RPS between 2019 and 2021 (hereinafter “Settlement Agreement”).

6. The Settlement Agreement divides repayment of the PILOT funds into three categories: (1) overpayments to Douglas County in the amount of \$400,910.71; (2) overpayments to the City of Omaha in the amount of \$662,369.79; and (3) overpayments to Douglas County School District No. 001 (“OPS”) in the amount of \$963,095.59.

7. Pursuant to the Settlement Agreement, the Treasurer has begun making corrections to the PILOT fund distributions improperly received by Douglas County and the City of Omaha.

8. The Joint Motion for Peremptory Writ of Mandamus (the “Joint Motion”) filed by RPS and the Treasurer concerns PILOT distributions to correct overpayments made to OPS by certain amounts of PILOT fund distributions paid to OPS between 2019 and 2021 that should properly have been paid to RPS.

9. As of the hearing on the Joint Motion, RPS has received repayments in the amount of \$354,426.83 on the overpayments to Douglas County and the City of Omaha, such that the total amount of overpayments that must still be repaid to RPS is \$1,671,949.26, including \$963,095.59 that is attributable to overpayments made to OPS.

Jason Buckingham

Subscribed and sworn to before me this __ day of March 2026.

Notary Public