Board of Education Regular Meeting/Business
Monday, September 28, 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. Government Relations Update
   Speaker(s): Mr. Jason Buckingham
   6.2. NASB Updates and Information
   Speaker(s): Mrs. Elizabeth Kumru
   6.3. Presentation on Social Services program at RPS
   Speaker(s): Margie Hernandez
   6.4. Superintendent Evaluation policy, timeline, goal setting and process
   Speaker(s): Jason Buckingham
   6.5. Update from the Communications Department
   Speaker(s): Jim Frederick
   6.6. Distribution of funds by building report
   Speaker(s): Aaron Bredenkamp and Ryan Pivonka
7. Board Action Items
   7.1. Tax Request Authority (Action)
   Speaker(s): Aaron Bredenkamp
   7.2. 2026/2027 District Budget Adoption (Action)
   Speaker(s): Aaron Bredenkamp
   7.3. 2026/2027 District Tax Request Resolution (Action)
   Speaker(s): Aaron Bredenkamp
   7.4. Approval of Policy 6010 Special Education Identification, Evaluation and Verification (Action)
   Speaker(s): Jason Buckingham
8. Policy Review
9. Pre-Adjournment Information and Activities
   9.1. Announcements

9.2. Board of Education Supplemental Meeting Information
9.3. Future Board Calendar

10. Adjourn

2009
Public Participation at Board Meetings

The board of education shall conduct its meetings in accordance with the Nebraska Open Meetings Act.

The board shall make reasonable efforts to accommodate the public's right to hear the discussions and testimony presented at its meetings. The board shall make available at the meeting, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed in open session of the meeting.

Except for closed sessions, the board will allow members of the public an opportunity to speak at each meeting. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not require members of the public to identify themselves as a condition for admission to the meeting, nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. However, the board shall require members of the public desiring to address the board to identify themselves, including an address and the name of any organization represented by such person unless the address requirement is waived to protect the security of the individual.

Adopted on: _____
Revised on: _____
Reviewed on: _____

RPS Subcommittee 2023-2024 - Teaching & Learning
RPS Subcommittee 2024-2025-Teaching & Learning
RPS Subcommittee 2025-2026-Teaching & Learning

Subcommittee: Teaching & Learning 2026-2027

7.17.26	**8.21.26**	**9.18.26**		

September 18, 2026
In attendance: Buck, Sara, Megan, Robin, Katie

- Constitution Day - Americanism conversation
- DIBELS fall data
  - IRIPS - 2025: 374; 2026:281
  - Parent letter
- Storyteller Feedback
- Professional Learning Feedback
- Professional Learning Attendance
- September 14th attendance by building:
  BL: 94% KW: 100% ME: 96% MB: 97% SY: 80% WW: 80% RMS: 93% RHS: 95%
- HAL Presentation in October
  - What do you want to see?
    - Qualifications
    - What are they doing , basics, process, etc.
    - Opportunities for ongoing support throughout their education
    - What does support look like in K-2
- October Subcommittee Date
  - Buffett Early Childhood Data-Jen
  - Fink and Technology

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.

August 21, 2026
In attendance: Sara, Buck, Megan, Andrea, Robin, Katie

- Andrea-Results-Based Coaching Tool
- PD Absences August
    - August 7th attendance by building:
      BL: 100% KW: 97% ME: 100% MB: 97% SY: 100% RMS: 98% RHS: 96%
    - August 10th attendance by building:
      BL: 97% KW: 97% ME: 100% MB: 100% SY: 100% RMS: 95% RHS: 99%
- PD Feedback 8.10
- Rule 10 checklist review (JB)
- Social Studies Standards (SZG/JB)
- Technology
    - Tracking the amount of time students are spending on screens
- OWH article on attendance with Karen Western
- Next Date:

July 17th, 2026
In attendance: Buck, Sara, Jen, Katie, Robin, Megan

- UNO Early Literacy Project Data
- Retreat Overview
- August T&L Subcommittee
    - 8/21 at 9:00

NSCAS year over year

Ralston PUBLIC SCHOOLS

% Proficient Language Arts

Year / RPS grade	21-22	22-23	23-24	24-25	25-26**
3	30	49	49	41	42
4	38	41	47	51	51
5	35	43	46	52	48
6	27	51	50	44	58
7	31	52	58	52	48
8	31	54	62	59	56

Difference between State % proficient and RPS % proficient

21-22	22-23	23-24	24-25	25-26**
20	13	10	16	16
15	14	12	9	9
12	14	11	4	10
17	4	8	15	**0**
11	2	0	7	10
15	9	1	4	8

Year / NE grade	21-22	22-23	23-24	24-25	25-26**
3	50	62	59	57	58
4	53	55	59	60	60
5	47	57	57	56	58
6	44	55	58	59	58
7	42	54	58	59	58
8	46	63	63	63	64

*****25-26 is UNOFFICIAL**

NSCAS ELA 2021-2026

Year over year	21-22	22-23	23-24	24-25	25-26**	Growth by % proficient		
						3 yr	2 yr	1 yr
Class of '34				41	51			10
Class of '33			49	51	48		-1	-3
Class of '32		49	47	52	58	9	11	6
Class of '31	30	41	46	44	48	7	2	4
Class of '30	38	43	50	52	56	13	6	4
Class of '29	35	51	58	59	-			

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

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.

September 14, 2026

Mr. Ruben Cano
Ralston High School
8969 Park Drive, Ralston, NE 68127

Dear Ruben,

Please accept this letter as formal notification that I am resigning from my position as a Mathematics Teacher at Ralston High School, effective May 26, 2027.

I am extremely grateful for this once in a lifetime opportunity to be an exchange teacher here in the United States and to have been part of the Ralston Public Schools community. During my time here, I have deeply valued the support of the administration, the camaraderie of my fellow teachers, and the wonderful experience of teaching our students. I am excited to share the skills and knowledge I've gained in Nebraska with my future colleagues and students in the Philippines.

Throughout the remaining time, I am fully committed to ensuring a seamless transition. I will keep all grades, lesson plans, and instructional materials thoroughly organized to support both my students and the incoming teacher.

Thank you again for your guidance, leadership, and support during my tenure at Ralston High School. I wish you, the faculty, and the students continued success in the future.

Sincerely,

Justine Gerard B. Angeles
angelesjustinegerard@gmail.com / justine.angeles@ralstonschools.org
531-777-5278

Ralston Public Schools
Board of Education Regular Meeting
Monday, Sept. 14, 2026

The Ralston Public Schools Board of Education met in open, public session on Monday, September 14, 2026.

The Board of Education held a District Budget Hearing at 5:30 pm followed by a District Tax Request Hearing at 5:45 pm, followed by the regular meeting at 6:00 pm. The hearings and the regular Board of Education meeting took place in the Linda J. Richards Leadership and Learning Center in the Virginia Moon Administrative Center, 8545 Park Drive, Ralston, NE.

The district provided advance notice on the district's website, www.ralstonschools.org. In addition, notice of the budget and tax asking hearings were posted in the Daily Record and the Omaha World Herald.

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. Ryan Pivonka, Mr. Jim Frederick. All Board members were in attendance

Consent Agenda
Consent agenda items included:

- Minutes from the August 24th meeting
- August Bills

Motion to approve the consent agenda was made by Mrs. Robin Richards and seconded by Mrs. Liz Kumru.

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

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments
Mrs. Elizabeth Kumru:
- Attended NASB Fall Membership meeting
- Attended storyteller sessions at each elementary school
- Starting storytelling classes and clubs
- Reminded everyone about Teammates Runza Day
- Attended Bratfest at RHS
- Attended Pancake Event at Mockingbird Elementary

• Attended Math Celebration at Mockingbird Elementary

Mrs. Samantha Willey:
• Attended NASB Fall Membership meeting
• Attended Building and Grounds Sub-Committee meeting
• Attended RHS Volleyball game
• Meadows Elementary, traveling trophy for attendance. Great idea.
• Dedicated parents working hard to reestablish the Booster Club and making sure people know it is for everyone.

Mrs. Katie Krause:
• Attended NASB Fall Membership meeting
• Attended Pancake Event at Mockingbird Elementary and mentioned it was well attended.
• Seymour PTO Back to School Picnic

Mrs. Robin Richards:
• Was out of town for most of the last several weeks

Ms. Mary Roary:
• Attended NASB Fall Membership meeting
• Attended the Building and Grounds Sub-Committee meeting
• Attended Bratfest at RHS
• Congrats to the Board on their award

Mrs. Carrie Hough:
• Attended NASB Fall Membership meeting
• Purchased a brick at the RHS Stadium
• Met with Mr. Buckingham for agenda development
• Was also out of town for portions of the previous week
• Signed up to be a speaker for Ed Rising Class at RHS
• Invited to be part of the FFA Advisory Board

District Financial Report
Dr. Aaron Bredenkamp gave an update to our current financial status, including year-end actuals for comparison to projected budget totals.

Government Relations Update
Brief discussion led by Mr. Jason Buckingham regarding the legislative races and access to the Kissel/Kohout account.

NASB Update
Mrs. Elizabeth Kumru provided an update on the following events from NASB.
• State Conference meeting 11/18-11/20
• NSBA National Convention in Washington DC April 2-4.

Enrollment Update
Mr. Jason Buckingham shared enrollment data, numbers are down slightly due to smaller 7th and Kindergarten class enrollment.

School Activity Van Update
Dr. Aaron Bredenkamp presented on two potential bids to replace vans in our activity van fleet.

District Bond Project
Mr. Jason Buckingham presented on the status of bond projects and our current projected remaining special building fund balance.

Board Action Items

Approval of the School Safety Plan
Vote taken to approve the School Safety Plan presented at the August 24th meeting
Motion made by Mrs. Katie Krause, seconded by Mrs. Samantha Willey.

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

Option Enrollment Resolution
Approval of Ralston's Option Enrollment Resolution, discussed at the August 24th meeting. Motion for approval by Ms. Mary Roarty, seconded by Mrs. Katie Krause.

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

Removal of Policy 3006 Bond Campaigns
Mrs. Katie Krause motioned to remove Policy 3006 Bond Campaigns. The motion was seconded by Mrs. Liz Kumru.

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.

4025 Superintendent
2015 Student Involvement in Decision Making
2014 Relationship with the School Attorney
6028 The Extracurricular Activities Program

6010 Special Education Identification, Evaluation and Verification

Adjournment
The Board voted to adjourn the meeting at 6:55 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
Mrs. Richards	Yes
Mrs. Willey:	Yes
Mrs. Krause:	Yes

The next regular meeting is scheduled for September 28, 2026, at 6:00 pm.

_____
Mrs. Carrie Hough, President

_____
Mrs. Elizabeth Kumru, Secretary

2026 Legislative Session*

January

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

February

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

March

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

April

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1 DAY 54	2 DAY 55	3 RECESS	4
5	6 RECESS	7 DAY 56	8 DAY 57	9 DAY 58	10 DAY 59	11
12	13 RECESS	14 RECESS	15 RECESS	16 RECESS	17 DAY 60	18
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

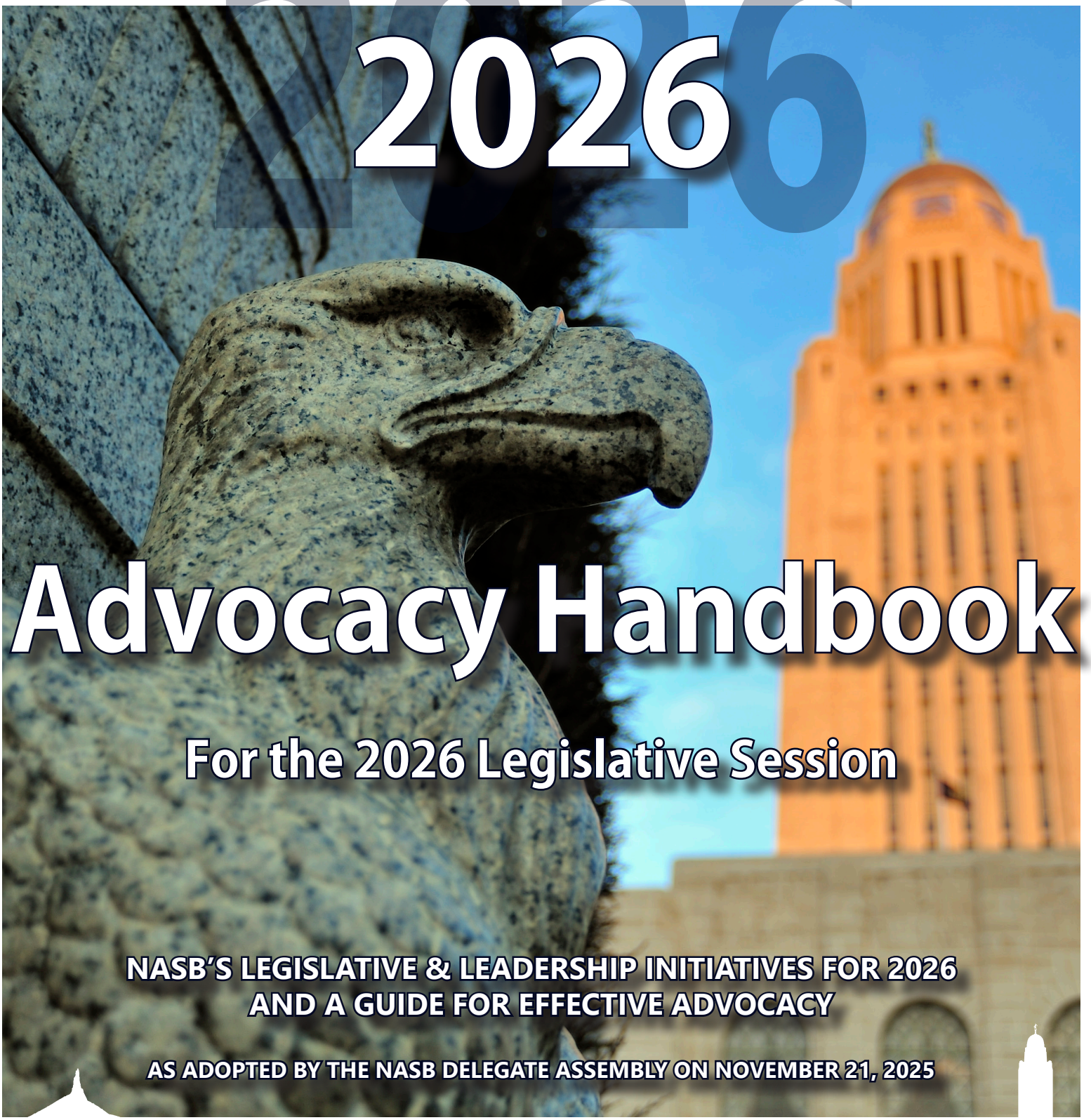
- RPS will continue to cultivate a systems thinking approach to all school programs, business, and operations.
- RPS will continue to provide the needed resources that support the defined Board of Education strategic priorities.
- With a focus on equity, RPS will continue to refine and grow our academic 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

NASB
Nebraska Association of SCHOOL BOARDS

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

Leadership **Innovation** **Vision** **Engagement** **#liveNASB**

2026

WELCOME

Leadership Innovation Vision Engagement #liveNASB

109TH LEGISLATURE, 2ND SESSION

TABLE OF CONTENTS

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

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

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

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

John Spatz
Executive Director
jspatz@NASBonline.org

Lindsey Headrick
Administrative Specialist
lheadrick@NASBonline.org

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.enviseams.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

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

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**

2026

NASB POSITIONS QUICK GLANCE

Leadership Innovation Vision Engagement #liveNASB

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.

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

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

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

FUNDING & FINANCE
S-31 Accounting of Funds
S-32 Budget Lid: Growth Factor
S-33 Compensation for Statewide Assessments
S-34 Elimination of Budget Reserve Limits
S-35 Elimination of Expenditure Limitation
S-36 ESU Core Services Funding
S-37 Expand use of QCPUF
S-38 Financing Capital Improvements
S-39 Fiscal Policy
S-40 For-Profit Entities Operating in Tax-Exempt Zones
S-41 Funding of Mandated Programs
S-42 Funding: Infrastructure, Site Purchases & Operating
S-43 General Fund Reserve Limit Exception
S-44 Gifts, Donations, or Foundation $$$ as Receivables
S-45 K-12 School Trust Land and Permanent Fund
S-46 Legislation Implementation
S-47 Legislative Review of Statutory Deadlines
S-48 Lower Local Effort Rate
S-49 Option Enrollment
S-50 Property Tax Reform/Relief
S-51 Reset the Revenue Lid
S-52 Revenue Reductions from Valuation Losses
S-53 Districts Dealing with Unanticipated Revenues
S-54 Funding Must Be Predictable and Sustainable
S-55 Special Building Fund Tax Levy Exclusion
S-56 State Funding System
S-57 Uniform Valuation Calculation for State Aid
S-58 Vouchers and Tax Credits

GOVERNANCE & STRUCTURE
S-59 Accountability
S-60 Amend Open Meetings Act for Evaluations
S-61 Authority of School Boards
S-62 Charter Schools
S-63 Duties of Schools
S-64 E-meetings
S-65 Educational Service Unit Governance
S-66 Educational Service Unit Reorganization
S-67 Possession of Firearms on School Grounds
S-68 School Consolidation
S-69 Personal Liability
S-70 Publication of Minutes, Receipts, & Expenditures
S-71 Restriction of Resources & Board Responsibilities
S-72 School Activities
S-73 School Calendars
S-74 Updating notice requirements

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

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

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

2026 YOUR NASB STANDING POSITIONS

Leadership Innovation Vision Engagement #liveNASB

109TH LEGISLATURE, 2ND SESSION

. . . 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

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — Board Development - NASB encourages boards of education to take part in board in-service and development programs and to budget funds for such programs. (1995)

S-2 — Board Recognition - NASB believes the service of school boardsmanship is fundamental to participatory democracy and deserves recognition collectively and individually from state and local communities. (prior to 1995)

S-3 — Business and Education Partnerships - NASB encourages boards of education to develop mutually beneficial partnerships with business to ensure mutual understanding and cooperation.(1995)

S-4 — Collaborative Services to Youth - NASB urges collaborative linkages between schools and other public and private agencies that serve children. (prior to 1995)

S-5 — Leadership Team - NASB believes that each board of education should create an administrative leadership team, which should include all supervisory and managerial employees including the superintendent and board members. (prior to 1995, amended 2007)

S-6 — Parent Involvement - NASB urges boards of education to support partnerships between parents and schools that encourage parent involvement in the education process. (1997)

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

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

CONDITIONS OF CHILDREN

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

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

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)

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

YOUR NASB STANDING POSITIONS

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)

YOUR NASB STANDING POSITIONS

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)

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)

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)

2026 YOUR NASB STANDING POSITIONS

Leadership Innovation Vision Engagement #liveNASB

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)

Bookmark the NASB Government Relations and Bills pages
https://members.nasbonline.org/government-relations
https://nasb.enviseams.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

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

2026 YOUR 2026 NASB LEGISLATION COMMITTEE

Leadership Innovation Vision Engagement #liveNASB

109TH LEGISLATURE, 2ND SESSION

Committee Chair
Ed Swotek
Malcolm

NASB President
Stacy Jolley
Millard

NASB Secretary / Member 7
Suzanne Sapp
Ashland-Greenwood

Member 1
Jane Erdenberger
Omaha

Member 2
Kimara Snipes
Omaha

Member 3
Piyush Srivastav
Lincoln

Member 4
Mara Krivohlavek
Lincoln

Member 5
Marcus Madler
Papillion La Vista

Member 6
Beth Morrissette
Westside

Member 8
Amanda McGill Johnson
Millard

Member 9
Drew Blessing
Kearney

Member 10
Marla Grier
South Sioux City

Member 11
Doug Keener
Mitchell

Member 12
Gary Kubicek
Norris

Member 13
Steve Blocher
West Point

Member 14
Erick Lee
Arapahoe-Holbrook

Member 15
Jayson Bishop
Perkins County

Member 16
Mary Yilk
ESU 9

Appointed Member
Lisa Albers
Grand Island

Appointed Member
Skip Altig
North Platte

Appointed Member
Pam Holcomb
Broken Bow

Appointed Member
Mike Palmer
Sidney

Appointed Member
Jason Richters
Centennial

Appointed Member
Dan Scheer
St. Paul

Appointed Member
Jeremey Shuey
Plattsmouth

Appointed Member
Brad Wilkins
Ainsworth

Term Ends 2026 for Appointed Members **Term Ends 2026 For Odd # Members** **Term Ends 2028 For Even # Members**

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

2026

YOUR 2025-26 STATE SENATORS

Leadership Innovation Vision Engagement #liveNASB

109TH LEGISLATURE, 2ND SESSION

Sen. Bob Hallstrom
District 1 - Syracuse

Sen. Robert Clements
District 2 - Elmwood

Sen. Victor Rountree
District 3 - Bellevue

Sen. Brad von Gillern
District 4 -Elkhorn

Sen. Margo Juarez
District 5 - Omaha

Sen. Machaela Cavanaugh
District 6 - Omaha

Sen. Dunixi Guereca
District 7 - Omaha

Sen. Megan Hunt
District 8 - Omaha

Sen. John Cavanaugh
District 9 - Omaha

Sen. Wendy DeBoer
District 10 - Omaha

Sen. Terrell McKinney
District 11 - Omaha

Sen. Merv Riepe
District 12 - Ralston

Sen. Ashlei Spivey
District 13 - Omaha

Sen. John Arch
District 14 - Papillion

Sen. Dave Wordekemper
District 15 - Fremont

Sen. Ben Hansen
District 16 - Blair

Sen. Glen Meyer
District 17 - Pender

Sen. Christy Armendariz
District 18 - Omaha

Sen. Robert Dover
District 19 - Norfolk

Sen. John Fredrickson
District 20 - Omaha

Beau Ballard
District 21 - Lincoln

Sen. Mike Moser
District 22 - Columbus

Sen. Jared Storm
District 23 - David City

Sen. Jana Hughes
District 24 - Seward

Sen. Carolyn Bosn
District 25 - Lincoln

Sen. George Dungan
District 26 - Lincoln

Sen. Jason Prokop
District 27 - Lincoln

Sen. Jane Raybould
District 28 - Lincoln

Sen. Eliot Bostar
District 29 - Lincoln

Sen. Myron Dorn
District 30 - Adams

Sen. Kathleen Kauth
District 31 - Omaha

Sen. Tom Brandt
District 32 - Plymouth

Sen. Dan Lonowski
District 33 - Hastings

Sen. Loren Lippincott
District 34 - Central City

Sen. Dan Quick
District 35 - Grand Island

Sen. Rick Holdcroft
District 36 - Bellevue

Sen. Stan Clouse
District 37 - Kearney

Sen. Dave Murman
District 38 - Glenvil

Sen. Tony Sorrentino
District 39 - Elkhorn

Sen. Barry DeKay
District 40 - Niobrara

Sen. Dan McKeon
District 41 - Amherst

Sen. Mike Jacobson
District 42 - North Platte

Sen. Tanya Storer
District 43 - Whitman

Sen. Teresa Ibach
District 44 - Sumner

Sen. Rita Sanders
District 45 - Bellevue

Sen. Danielle Conrad
District 46 - Lincoln

Sen. Paul Strommen
District 47 - Sidney

Sen. Brian Hardin
District 48 - Gering

Sen. Bob Andersen
District 49 - Omaha

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

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:	*District 2:*	*District 3:*
Bosn	Cavanaugh, J.	Brandt
Bostar	Fredrickson	Ibach
Moser	Hunt	Jacobson
Sanders	Spivey	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

Ralston Public Schools

Social Work Services

Maria Hernandez (Margie), LCSW

School Social Work

- School Social Work services bridge the gap between home, school, and community—removing barriers so students and families can thrive.
- Social worker connects students and families with personalized community resources.
- Individual, small group and family counseling or skill instruction.
- Working alongside the attendance team, school social worker partners with families to address attendance concerns and assists with developing a collaborative attendance plan.

School Social Work

School social work helps remove barriers to school attendance.

WHAT'S BEHND THE ABSENCE?

Barriers

- Illness
- Family responsibilities, care for a family member
- Transportation
- Housing or food insecurity
- Lack of access to needed services
- System Involvement
- Trauma
- Parent work schedules

Aversion

- Academic/Behavioral Struggles
- Dislikes school
- Social/peer challenges
- Anxiety
- Disciplinary action
- Embarrassment

Disengagement

- Lack of engaging instruction
- Bored
- Lack of meaningful relationships with adults or peers
- Lack of academic or behavioral support
- Credit deficient
- Work conflicts w/ school

Misconceptions

- Absences are only a problem when unexcused
- Missing two days a month doesn't effect learning
- Unaware of the number of absences
- Assume students must stay at home with any symptoms of llness
- Suspensions don't count as absences
- They completed the make-up work, so they are not falling behind

School Social Work Barriers

- Transportation
  - Partner with the Omaha Metro bus system
  - Review options for rideshare or local agencies that provide transportation to school
  - Discuss carpool options.

- Basic Needs-
  - Unhoused- McKinney-Vento.
  - Food insecurity- referrals to food pantries near Ralston.
  - Referrals to BRIDGE Family Resource Center.
  - Refer to local churches that provide rent assistance.
  - Medical Care- Referrals to One World to assist with Medicaid application. Referrals to medical organizations that provide financial assistance.

School Social Work Barriers

- Trauma: Provide individualized support to families who have experienced trauma that is affecting the daily functioning of the family unit. Make referrals to necessary services.
    - Women's Center for Advancement
    - Collective for Hope- Grief support services for families
    - Therapy referrals for students- Connections, ESU, Arbor Family

- System/Legal Involvement- Provide support to families whose students are involved in the juvenile justice system or returning from placements outside the family home. Referrals for other legal services.
    - Participate in family meetings with JAC (Juvenile Assessment Center) to discuss truancy concerns and brainstorm solutions/support.
    - Participate in DHHS team meetings to coordinate service that can be provided within the school system.
    - Referrals to CIRA-Center for Immigrant and Refugee Advancement
    - Legal Aid

School Social Work Aversion

- Social work participates in team meetings with the school to discuss attendance and interventions to help students experiencing school refusal, peer conflict, and behavioral concerns.
- Refer to mentoring programs
- Provide family information about extracurricular activities
    - Youth sports- those who offer scholarship
    - Summer programming
        - Girls Inc
        - Boys and Girls club
        - Free activities for families in Omaha area
        - PACE Leagues
- Region 6 Professional Partners program
- Referral to mental health services offered within RPS.

Community Partnerships

- BRIDGE Family Resource Connector Network
- Messiah Lutheran Church
- Project Harmony Multi-disciplinary teams
- Neighborgoods Food Pantry
- Brookside Community Church
- Sarpy Care Center
- Heart Ministries

RPS Shines

- Team approach is used when meeting to discuss attendance. Meetings are solution focused and goals are established.
- Identifying patterns and making contact with families before attendance becomes a concern.
- Making contact with families at attendance milestones.
- Referrals are made to social work when barriers are identified.
- Parent and family engagement opportunities across the district.
- Focus on prevention- Early Childhood program- Building Community before Kindergarten

Continued work

- Continued work on prevention services. Refer families to 0-5 programming that focuses on school readiness.
- Continue efforts to build community.
- How can we support our most vulnerable students in our alternative program.

Questions?

Superintendent Evaluation

System

Board of Education Policy: 4057

Nebraska Frameworks Standard Vision and Purpose, Commitment to Continuous Improvement

4057 Superintendent Evaluation

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

Purpose. The purposes of the formal job evaluation are:

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

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

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

Evaluation Procedures. Each board member shall have the opportunity to complete a draft evaluation document. The board president shall compile the individual draft evaluations into a single and final evaluation, provide a copy to the superintendent, and discuss it with

him or her. If the superintendent's evaluation is conducted at a board meeting, the superintendent's evaluation may be conducted in closed session if it is necessary to prevent needless injury to the superintendent's reputation and if he or she has not requested it be done in open session.

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

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

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

Adopted on: July 25, 2016
Revised on: June 23, 2025

Superintendent Evaluation Process

The evaluation process will be conducted twice annually in October and January during the Superintendent's first year of employment, and then will occur once a year prior to the second March BOE meeting unless conditions and circumstances otherwise dictate or demand. The following procedure will be adhered to and directed by the President of the Board of Education.

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

Superintendent Evaluation Definitions:

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

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

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

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

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

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

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

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

Effective Practices

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

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

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

3. **Collaboration with Families and Community**

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

4. **Continuous Improvement and Accountability**
   The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

5. **Teaching and Learning**

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

6. **Personnel Leadership**

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

7. **Systems Leadership and Management**

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

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

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

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

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

Effective Practices, Indicators, and Evidence Rubric

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction

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

Indicators and Evidence

1. Develops and implements a shared vision and strategic direction that guides the district into supporting high expectations for student achievement.

○ *Evidence: Documentation of a shared vision and strategic direction supports high expectations of student achievement and accomplishment, developed with specific strategies, measurable outcomes and timelines.*

2. Partners with the board of education and key community constituents in the development of the shared vision and strategic direction.

○ *Evidence: Documentation of collaborative development of the shared vision and strategic direction involving board members and key community constituents.*

3. Ensures the shared vision and strategic direction represents the current and future needs of the district and school community.

> ○ *Evidence: Community engagement meetings and surveys solicit input and feedback on the vision and strategic direction from diverse stakeholders and constituents.*

4. Engages constituents within the district and school community to develop a commitment to the shared vision and the strategic direction.

○ *Evidence: Board, staff, community presentations and updates routinely model commitment to the shared vision and strategic direction.*

5. Continually models and reinforces commitment to the shared vision through the use of diverse communication strategies.

○ *Evidence: Newsletters, articles, and information on the district website routinely provide constituents with information and updates related to the shared vision and strategic direction.*

6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from students, parents, teachers, administrators, board members, and the community.

○ *Evidence: Feedback processes such as surveys, formal and informal meetings, or committees solicit input from students, parents, teachers, administrators, board members, and the community.*

Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
• *Shared vision and strategic direction are not documented* • *Constituents and stakeholders have no or limited engagement in the vision/direction* • *No evidence of routine feedback or review*	• *Vision or direction is documented* • *Some evidence of constituent engagement Some evidence of feedback and review*	• *Vision and direction are documented and used to guide the district* • *Evidence of engagement with constituents in development and implementation of strategic direction* • *Evidence of progress, feedback, and review*	• *Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district* • *Evidence of engagement with constituents in development and implementation of strategic direction* • *Evidence of progress, feedback, and review including input from board, administrators, teachers, students, and parents*

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

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

Indicators and Evidence

1. Actively and continually fosters board relationships, and keeps board members informed and engaged in development.

○ *Evidence: Board agendas and board communication keep board members informed; and strategies, such as board committees or board professional development, keep board members engaged in a proactive process focused on district needs and policy priorities.*

2. Proactively responds to district needs and policy priorities.

○ *Evidence: Board agendas, reports, and communication are used to inform board and community members on district needs and policy priorities.*

3. Provides leadership in the compliance, review, and development of local policy.

○ *Evidence: Board policies are current, aligned with state and local policy, and keep the district in compliance with state and federal regulations.*

4. Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision and strategic direction.

○ *Evidence: Reports to board members and staff demonstrate up-to-date information on state or federal policy, as needed.*

5. Collaboratively works to influence local, district, state, and national decisions impacting

○ *Evidence: Board reports, board communication, and professional development show evidence of engagement of key stakeholders and participation in activities that support district, state, and national policy decisions that impact student learning.*

Unsatisfactory	Basic	Proficient	Distinguished
●*Limited or inconsistent communication with board members* ●*Policies are outdated, not in compliance with state or federal law, or not routinely reviewed* ●*No evidence of collaborative practice to influence decisions impacting student learning*	●*Provides updates and communicates regularly with board members* ●*Policies are routinely updated* ●*Uses some collaborative strategies at the local level*	● *Engages board members in district needs and policy priorities* ● *Policies are consistently reviewed and developed to incorporate state or federal policy, as needed* ● *Some evidence of strategies to influence local, state, and national decisions*	●*Actively and consistently engages board members in district needs and policy priorities* ●*Evidence of leadership in compliance, review, and development of local policies* ●*Evidence of collaborative support to influence local, state, and national decision*

EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

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

Indicators and Evidence

1. Communicates regularly and openly with families and stakeholders in the community about the district, school(s), students, needs, challenges and accomplishments.

○ *Evidence: Newsletters, newspaper articles, web articles, and communication plan/goals exist with timelines and benchmarks.*

2. Maintains a presence in the district/school community to understand its strengths and needs.

○ *Evidence: Participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.*

3. Understands and is engaged with community needs, priorities, and resources.

○ *Evidence: Community surveys, data on community needs, and community engagement plan/goals exist with timelines and benchmarks.*

4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.

- ○ *Evidence: Reports, presentations, and updates demonstrate collaboration within organizations; and activities and professional development reinforce collaboration between administrators and teachers. Strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community. School climate surveys include input from students, teachers, parents and the community, and results are shared internally and externally.*
- ○ *Evidence: Open houses, family nights, parent-teacher conferences, and individualized educational planning involve collaboration between administrators, teachers, families, and the community.*

Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
●*Little or no evidence of collaboration in the organization* ●*Little or no evidence of consistent communication with families and stakeholders* ● *Little or no evidence of engagement with community organizations, or community activities* ●*Little or no evidence of identification of*	●*Some evidence of collaboration in the organization* ●*Some communication of school activities with families through newsletters and/or district website* ●*Participates in some community organizations or activities such as the Chamber and service organizations*	●*Routinely collaborates with board members and staff* ●*Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement* ●*Actively involved in community organizations or activities, such as the Chamber, or service organizations*	●*Models collaboration and supports staff collaboration throughout the organization* ●*Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement* ●*Provides leadership and active participation in community organizations or activities such as the Chamber or service*

community needs, priorities, or resources	*●Demonstrates awareness of community needs, priorities, and resources*	*●Recognizes some community needs, priorities, or resources in the district and school planning.* *●Ensures engagement of administrators, teachers, families, and community*	

EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability

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

Indicators and Evidence

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for student success.

    ○ *Evidence: Board policies and procedures define a system of accountability and reports and presentations keep the board and community informed about district and school accountability.*

2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.

○ *Evidence: Board reports and presentations keep the board informed of emerging trends and innovative strategies to continually improve all schools in the district.*

3. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.

○ *Evidence: Robust, comprehensive strategic/school improvement plans for the district and each school are based on comprehensive and current information on student progress and achievement, with specific goals and benchmarks aligned with state and national indicators of quality and best practice.*

4. Makes informed recommendations to the board and makes decisions based on multiple data sources.

○ *Evidence: Multiple data sources are used and clearly explained in board reports and board recommendations.*

5. Engages families and communities on student needs, successes, and challenges on a regular basis.

○ *Evidence: Administrative and board reports routinely provide information regarding activities to engage the family and community on student needs, successes, and challenges.*

6. Aligns district processes with state and national indicators of quality, accreditation, and accountability.

○ *Evidence: Board reports provide information on school and district accountability and accreditation (NDE Rule 10); and district policies, procedures, and practice align with state and national expectations of accreditation and accountability.*

Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
●*Little or no evidence of innovation or continuous improvement* ●*Little or no evidence of student information guiding decision-making* ●*Little or no evidence of use of quality indicators to guide district planning or practice*	●*Some evidence of continuous improvement and innovation* ●*Student information is used to guide decision-making* ●*Some quality indicators/accreditation standards guide district planning and practice*	●*Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process* ●*Information on student progress and achievement is used for planning and decision-making* ●*Alignment between district and state quality indicators for accreditation and accountability*	●*Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation* ●*Comprehensive and current information on student progress and achievement is available and utilized in decision-making* ●*Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability*

EFFECTIVE PRACTICE: (5) Teaching and Learning

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

Indicators and Evidence

1. Ensures the implementation of a coherent system of curriculum, instruction and assessment that aligns with the shared vision, is culturally responsive and embodies high expectations.

○ *Evidence: District curriculum and program expectations have been board approved and are available for review; information on general instructional practices or an instructional framework is available for review; and district assessment and grading practices are board approved, when appropriate and available for review.*

2. Communicates high expectations for student achievement that is accomplished by a data-driven approach that produces effective results.

○ *Evidence: District or school improvement plans clearly articulate data-driven high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).*

3. Ensures district/school curriculum and programs are research-based and innovative and provide learning experiences and opportunities that lead all students to success at the next level.

○ *Evidence: Board reports, presentations and student achievement data reflect that processes are in place to ensure curriculum and programs are developed using research-based and innovative practices and are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead all students to success at the next level.*

4. Ensures curricular and programmatic expectations are available for review and input by students, parents, and community members.

○ *Evidence: District curriculum and program expectations are available for review; and a process for student, parent, and community input is identified in district policy, procedures, or practices.*

5. Monitors and supports the implementation of research-based, instructional practices.

○ *Evidence: Board reports and presentations, as well as district procedures and practices, reflect the teacher's use of high expectations and instructional best practices.*

Unsatisfactory	Basic	Proficient	Distinguished
●*Little or no evidence of high expectations of student achievement* ●*Little or no evidence of a written curriculum ➢ Little or no evidence of programmatic or curriculum review or input* ●*Little or no evidence of consistency or continual improvement of instructional practices*	●*Some evidence of high expectations of student achievement* ●*Written curriculum is evident in most subject areas* ●*Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community* ●*Instructional practices have some consistency and some ongoing improvement*	●*High expectations are clearly and consistently communicated and monitored* ●*Written curriculum is developed, monitored, and adjusted* ●*Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community* ●*Instructional process and practices are consistent with ongoing improvement*	●*Data-driven high expectations of student achievement and monitoring of progress* ●*Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted* ●*Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input* ●*Continual improvement of Instructional processes is monitored and enhanced with best practices*

EFFECTIVE PRACTICE: (6) Personnel Leadership

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

Indicators and Evidence

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

- ○ *Evidence: Board reports, presentations and the district budget reinforce that personnel and financial systems are in place to achieve the district's vision and strategic direction.*
- ○ *Evidence: Budget and hiring processes and timelines are available and communicated to the board members and the community.*

2. Implements human resources systems and processes that address:
   - ○ recruitment, hiring and induction;
   - ○ evaluation and retention; and
   - ○ short-term and long-term planning reflective of personnel needs.

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

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

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

Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
●*Little or no evidence of alignment of personnel and financial resources*	● *Some evidence of alignment of personnel and financial resource allocation to achieve*	● *Evidence of alignment of personnel and financial resource*	● *Evidence of ongoing strategic planning to ensure personnel and*

with district strategic vision or plan ●*Little or no evidence of short or long-term personnel planning* ●*Little or no evidence of modeling lifelong learning* ●*Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction* ●*Some evidence of short-term and long-term personnel planning* ●*Some evidence of participation in lifelong learning activities*	*district vision and direction* ●*Some evidence of short-term and long-term personnel planning* ●*Some evidence of participation in lifelong learning activities*	*allocation to achieve district vision and direction* ●*Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place* ●*Evidence of ongoing modeling of lifelong learning*	*financial resources are allocated to achieve district vision and direction* ●*Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored* ●*Models lifelong learning by engaging and applying ongoing professional development*

EFFECTIVE PRACTICE: (7) Systems Leadership and Management

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

Indicators and Evidence

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

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

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

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

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

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

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

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

Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
●*Business processes are out of date and not clearly linked to student learning and success* ●*Facilities/Transportation are not up-to-date, clean, safe, and secure*	●*Most business processes in place and using current best practices but not clearly linked to student learning and success* ●*Some evidence of facility/transportation*	●*Business processes are in place using current best practices with a clear priority on student learning and success* ➢ *Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure*	●*Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success*

●*Little evidence of building consensus, managing conflict, and resolving operational issues*	*planning, with fairly clean and safe facilities* ●*Manages operational issues with little or no conflict*	●*Manages operational issues with little or no conflict and builds some consensus*	●*Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles* ●*Identifies and resolves operational issues, manages conflict, and builds consensus*

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

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

Indicators and Evidence

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

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

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

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

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

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

Unsatisfactory	Basic	Proficient	Distinguished
●*Little of no evidence of a shared vision on equity or equitable practices* ●*Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust* ●*Little or no evidence of a responsive culture of high expectations*	●*Some evidence of shared vision on equity and equitable practices* ●*Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust* ●*Some evidence of a responsive culture of high expectations*	●*Shared vision on equity and equitable practices is evident through professional learning* ●*Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures* ●*Communication processes promote a culture of high expectations for self, staff, and all students*	●*Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey* ●*Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through* ●*Communication processes and district procedures; and, is validated through an annual student/staff climate survey* ●*Communication processes and annual student/staff climate survey validates a culture of high* ●*Expectations for self, staff, and all students*

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

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

Indicators and Evidence

1. Leads with dignity and respect.

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

2. Ensures implementation of policy and practice is consistent.

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

3. Models and articulates ethical behavior.

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

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

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

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

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

Unsatisfactory	**Basic**	**Proficient**	**Distinguished**

●Does not demonstrate dignity or respect when communicating with students, staff, families, or community members *●Decisions do not appear to be just, fair, or equitable* *●Does not model or hold others accountable for demonstrating ethical behavior* *●Does not participate in professional development or leadership activities*	*●Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members* *●Decisions do not consistently appear to be just, fair or equitable* *●Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior* *●Participates in some professional development.*	*●Demonstrates dignity and respect when communicating with students, staff, families, or community members* *●Most decisions appear to be just, fair, or equitable* *●Models ethical behavior and generally holds others accountable for demonstrating ethical behavior* *●Participates in professional development that is aligned with district vision and direction*	*●Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members* *●Decisions consistently appear to be just, fair, and equitable* *●Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior* *●Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community*

Superintendent: Date:
Evaluator:

Superintendent Evaluation

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (2) Board, Policy, and the Education System			

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (3) Collaboration with Families and Community The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			

EFFECTIVE PRACTICE: (5) Teaching and Learning The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (6) Personnel Leadership The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (7) Systems Leadership and Management The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			

EFFECTIVE PRACTICE: (8) Equity, Climate, and Culture The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (9) Leadership, Conduct, and Professional Growth The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.			
Unsatisfactory	Basic	Proficient	Distinguished

Narrative (required for basic and unsatisfactory ratings):

SUMMARY OF EVALUATION This section will highlight the overall strengths and areas for growth within the Superintendent Evaluation. If the overall rating is *unsatisfactory* or *basic*, an improvement plan or recommendations for improvement are required.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			

Superintendent Signature: _____ Date: _____ Board President Signature: _____ Date: _____

Mr. Jason Buckingham
Superintendent

Dr. Aaron Bredenkamp
Assistant Superintendent for Business

Dr. Sara Zabrowski-Gates
Assistant Superintendent for Teaching and Learning

August 10, 2026

BOE members:

Per policy school board policy #4057, I am required to give the Board of Education a minimum of 45 days prior written notice of my next evaluation. Please accept this letter as notice of the following evaluation schedule:

Superintendent self-evaluation 10/19-10/25
Results compiled and shared with the BOE 10/27
Board of Education to complete superintendent evaluation 10/27-11/5
Results of BOE evaluation tabulated and shared with the Board President 11/16
Results to be an agenda item for the 11/23 regular BOE meeting.

Respectfully submitted,

Jason Buckingham

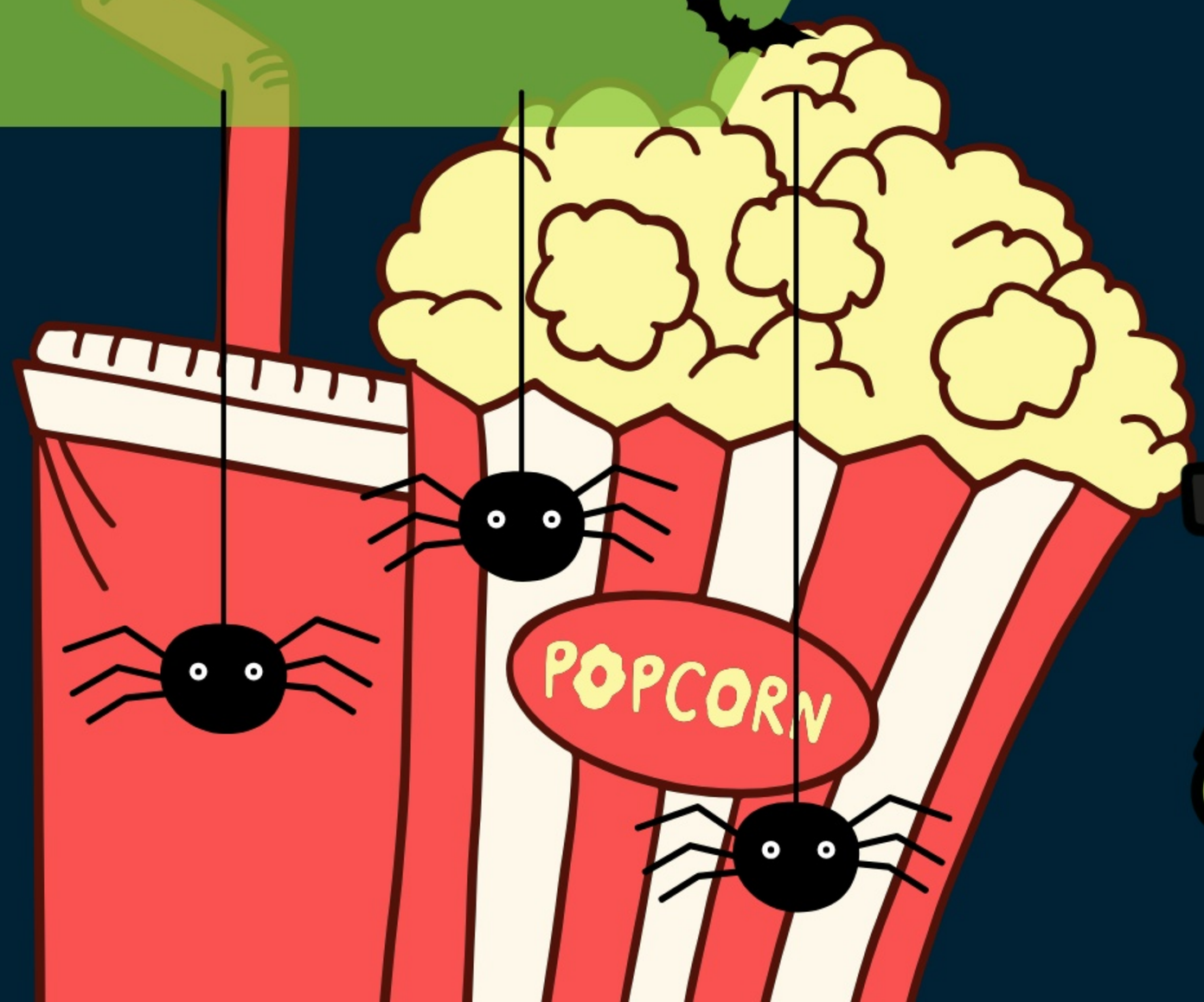
HYSTERY MOVIE Night

DATE : OCT 2 ND
GATES OPEN 7:00 PM
MOVIE TIME 8:00PM

8969 Park Dr, Ralston, NE 68127

ENTRY FEE
$5 PER PERSON
KID UNDER 5 FREE

HOSTED BY: SkillsUSA RALSTON



SCAN HERE TO ORDER

D.E. SPECK NELSON STADIUM LEGACY PLAZA BRICK PROJECT

ORDER DEADLINE: 10/31/2026

Ram Nation, support the Legacy Plaza Brick Project by ordering your personalized brick. Bricks will form a welcome wall at the stadium entrance, with proceeds supporting future athletic projects at Ralston High School. Leave your legacy today! All purchases are tax-deductible through the Ralston Schools Foundation.

4X8 BRICK: $150 **8X8 BRICK: $300**

WITH CLIPART: $200 **WITH CLIPART: $350**

Stadium Legacy Plaza
4x8 Engraved Brick
3 Lines / 20 Char.

Ralston
Stadium Legacy Plaza
8x8 Engraved Brick
6 Lines of Text
20 Characters
Per Line

Legacy Plaza
4x8 Brick w/Art
3 Lines/15 Char

Stadium Legacy Plaza
8x8 Brick w/clipart
4 Lines of Text
20 Characters/Line

8X8 CORPORATE LOGO: $500

CLIPART OPTIONS

If purchasing a Corporate logo please provide a high-resolution image file to: jim.frederick@ralstonschools.org

Learn more or donate today at ***https://www.fundraisingbrick.com/rps/*** or scan the QR code above!

QUESTIONS? Jim Frederick **jim.frederick@ralstonschools.org** **402-898-3496**

Ralston PUBLIC SCHOOLS

Ram Nation!

UPCOMING EVENTS

WWW.RALSTONSCHOOLS.ORG

FAMILY FALL FEST

2:00 - 6:00 pm
Ralston High School
8969 Park Drive

Get ready for autumn fun at the upcoming Family Fall Fest. Hosted by Ralston Public Schools, the City of Ralston, Ralston Chamber of Commerce, and Baright Public Library. This **FREE** community event is packed with exciting activities for all ages. Trunk or Treat, Costume Contest, Carnival Games, Inflatables, Hayrack Ride, and so much more!

OCT **11**

RHS THEATER

MAMMA MIA!™

October 15, 16, & 17 @ 7 pm
October 18 @ 2 pm

Tickets: General Admission
Adults: $12
Students/Senior Citizens: $8

SCAN

Don't Miss It!

RALSTON HIGH SCHOOL DISTINGUISHED ALUMNI Celebration

RECEPTION: 5:00 - 6:00 pm

DINNER & AWARDS: 6:15 pm

The Steppe Center
11730 Peel Circle, La Vista NE

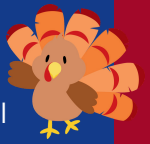
Honoring: Paul Hammel (74); Kent Lacey (71); Elizabeth Merrill (86); & Richard Shively (72).

TICKET INFORMATION

SCAN

NOV **6**

SENIOR CITIZEN THANKSGIVING LUNCHEON



11:30 am
Ralston High School
8969 Park Drive

This event is **FREE** and open to any Ralston resident **60 years or older.** There is no need to register.

Please start to arrive no earlier than 11 am. Guests can park in the school's main parking lot and enter through the front doors.

NOV **17**

LEGACY PLAZA BRICK PROJECT

Order Yours Today!

Ram Nation, support the Legacy Plaza Brick Project at D.E. Speck Nelson Stadium by **ordering your personalized brick**. Bricks will form a welcome wall at the entrance to the stadium, with **proceeds supporting future athletic projects at Ralston High School**.

Bricks can honor alumni, families, individual classes, and local businesses. **The 2026 campaign will run September 4th through October 31, 2026.** All purchases are tax-deductible through the Ralston Schools Foundation.

SCAN

NEW

SHOPRALSTONSCHOOLS.COM

Ralston Public Schools is excited about our online district & individual school store - **www.shopralstonschools.com**.

The online store offers **over 14,000 items** that can be **customized to feature district or individual school branding.** Orders are usually processed in a couple of days and shipped directly to your home. **Time to show off your school and district pride!**

CHEER ON THE RAMS!
ACTIVITIES & ATHLETICS WEBSITE

Ram Nation, your support is invaluable to our students and staff. **We invite you to join us in cheering on the Rams at an upcoming event!**

For detailed schedules of all sports and activities please visit the following website. Go Rams and look forward to seeing you at an upcomig event.

www.gobound.com/ne/schools/ralston

Ralston PUBLIC SCHOOLS
8545 Park Drive
Ralston, NE 68127

NON-PROFIT ORG.
U.S. POSTAGE
PAID
OMAHA, NE
PERMIT NO. 851

RALSTON
HIGH SCHOOL

DISTINGUISHED ALUMNI

Celebration

6
NOV

COCKTAIL RECEPTION
5:00 - 6:00 pm

DINNER & CELEBRATION
6:15 pm

The Steppe Center
11730 Peel Circle, La Vista NE

2026 DISTINGUISHED ALUMNI

PAUL HAMMEL
Class of 1974

KENT LACEY
Class of 1971

ELIZABETH MERRILL
Class of 1986

RICHARD SHIVELY
Class of 1972

Purchase your tickets online at www.ralstonschoolsfoundation.org or return the enclosed envelope.

For questions, contact Ashley Nodgaard at ashley.nodgaard@ralstonschools.org or 402-898-3448.

Ralston Schools FOUNDATION

	2024-2025 Expenditures	Average Daily Membership	Per Pupil Cost	2025-2026 Expenditures	Average Daily Membership	Per Pupil Cost
Blumfield Elementary	4,450,963.14	346.89	$ 12,831.05	4,213,168.30	329.63	$ 12,781.51
Karen Western Elementary	2,821,517.10	208.10	$ 13,558.47	3,088,027.03	202.74	$ 15,231.46
Meadows Elementary	3,337,591.18	323.45	$ 10,318.72	3,270,334.66	332.14	$ 9,846.25
Mockingbird Elementary	4,637,857.79	455.27	$ 10,187.05	4,715,050.40	436.04	$ 10,813.34
Seymour Elementary	2,839,159.80	276.24	$ 10,277.87	2,838,303.04	272.96	$ 10,398.24
Wildewood Elementary	3,165,419.64	300.6	$ 10,530.34	3,263,873.40	311.53	$ 10,476.92
Ralston Middle School	5,583,755.96	487.5	$ 11,453.86	5,748,911.76	502.76	$ 11,434.70
Ralston High School	12,251,651.65	989.43	$ 12,382.54	12,347,994.73	1008.63	$ 12,242.34
District Wide	7,176,633.72			7,475,219.79		
Total	46,264,549.98	3387.48		46,960,883.11	3396.43	
		Average Per Pupil	$ 11,442.49		Average Per Pupil	$ 11,653.10
		Average Per Pupil with District Wide Services	$ 13,657.51		Average Per Pupil with District Wide Services	$ 13,826.54
		District Average (NDE Calculation)	$ 14,586.00			
		Peers Average (NDE Calculation)	$ 15,883.00			
		State Average (NDE Calculation)	$ 16,920.00			

	2025-2026 Student Demographics			**2025-2026 Teacher Demographics**		
	Special Education	EL	F/R Lunch	FTE	Average Years of Experience	Masters Degree Percentage
Blumfield Elementary	159	93	255	28.75	15.33	74.43
Karen Western Elementary	68	52	212 (CEP)	20.18	9.04	59.46
Meadows Elementary	95	54	190	21.50	15.74	62.79
Mockingbird Elementary	126	182	356	30.32	11.45	59.37
Seymour Elementary	84	43	164	18.55	15.19	69.54
Wildewood Elementary	83	25	190	22.50	12.33	68.89
Ralston Middle School	122	93	333	39.00	11.79	71.79
Ralston High School	184	114	464	63.50	10.17	62.20
Total	921	656	1952	244.30	12.63	66.06

RESOLUTION

WHEREAS, the Nebraska Legislature enacted several measures this past legislative session, including LB 243, to adjust public school district revenue and finances; and,

WHEREAS, LB 243 generally limits a public school district's property tax request authority, subject to limited exceptions; and

WHEREAS, LB 243 includes an exception to generally allow a school district to otherwise exceed the default property tax request authority if at least seventy percent of the Board of Education votes in favor of the increased request; and

WHEREAS, a Board of Education of a school district with an average daily membership of more than three thousand forty four students, but less than ten thousand students may increase its tax request by an additional five percent above the base growth percentage; and

WHEREAS, the average daily membership of Douglas County School District Number 28-0054, a/k/a Ralston Public Schools (the "School District") is more than three thousand forty four students; and less than ten thousand students and

WHEREAS, due to rising enrollment, student and staffing needs, and the need to maintain its budgetary obligations, the Board of Education of the School District hereby desires to increase its base growth percentage by an additional five percent or other maximum amount as permitted by law; and

WHEREAS, public notice of this possible increase was published in a legal newspaper of general circulation in the School District at least one week prior to this Board meeting.

NOW, THEREFORE, **BE IT RESOLVED** that, pursuant to Section 5 of 2023 Neb. Laws 243, at least seventy percent of the Board of Education of this School District affirmatively votes to increase to the School District's overall property tax request authority by an additional five percent above the base growth percentage, or other maximum amount as permitted by law. The Superintendent or designee is hereby authorized and directed to take any action consistent with this Resolution to ensure that the School District's overall property tax request complies with this Resolution.

The foregoing Resolution having been read in its entirety, Member _____ moved for their passage and adoption. Member _____ seconded same. After discussion and on roll call vote the following members voted in favor of passage and adoption of the above Resolution:

_____.

The following members voted against the same:

_____.

The following members were absent or not voting:

_____.

The above Resolution having been consented to by at least seventy percent of the Members of the Board of Education, it was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings law.

DATED this 28th day of September 2026.

Ralston Public Schools

BY: _____
President
Carrie Hough

ATTEST:

_____
Secretary
Liz Kumru

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES

2026/27 PROPERTY TAX REQUEST AUTHORITY CERTIFICATION

RALSTON PUBLIC SCHOOLS (28-0054-000)

Total Certified Property Tax Request Authority	$27,377,584
Additional Base Growth % Allowed with Board Approval	5 %
Additional Property Tax Request Authority Allowed with Board Approval	$2,405,345
Maximum Certified Property Tax Request Authority Including Board Approved Amount	$29,782,929

SECTION A TOTAL BASE REVENUE CALCULATION	
2025/26 Property Tax	$24,455,367
2023/24 Other Non-Property Tax	$8,962,203
2024/25 SPED	$5,207,380
2025/26 TEEOSA	$9,481,955
TOTAL BASE REVENUE CALCULATION	**$48,106,905**

SECTION B TOTAL BASE GROWTH PERCENTAGE	
Base Growth	3.0000 %
Membership Growth	0.0611 %
LEP Growth	0.0000 %
Poverty Growth	0.0000 %
TOTAL BASE GROWTH RATE PERCENTAGE	**3.0611** %

SECTION C TOTAL CALCULATED REVENUE CAP FOR 2026/27	
(Section A Total x Section B Total)	
TOTAL REVENUE CAP	**$49,579,490**

SECTION D TOTAL PROPERTY TAX REQUEST AUTHORITY FOR 2026/27	
(Section C Total Revenue Cap minus sum of items listed in this section)	
2024/25 Other Non-Property Tax (minus)	$10,206,659
2025/26 SPED (minus)	$5,121,899
2026/27 TEEOSA (minus)	$11,060,089
2025/26 Unused Property Tax Authority (add)	$4,186,740
TOTAL CERTIFIED PROPERTY TAX REQUEST AUTHORITY	**$27,377,584**

SECTIONS E - G ADDITIONAL BOARD APPROVAL INFORMATION	
Additional Base Growth % Allowed with Board Approval	5 %
Additional Property Tax Authority Allowed with Board Approval	$2,405,345
TOTALMAXIMUM CERTIFIED PROPERTY TAX REQUEST AUTHORITY INCLUDING BOARD APPROVED	**$29,782,929**

Some numbers may be rounded for presentation. For program contacts and additional information on how data was calculated visit **www.education.ne.gov/fos/budgeting-school-district/property-tax-authority**

06/26/2026

District Name	Section A: General Fund Tax Asking (2025/26 LC-2)	Section A: Special Bldg Tax Asking (2025/26 LC-2)	Section A: **2025/26 TOTAL Property Tax Request**	Section A: General Fund Non-Property Tax Revenue (2023/24 AFR)	Section A: Special Bldg Non-Property Tax Revenue (2023/24 AFR)	Section A: **2023/24 TOTAL Non-Property Tax Revenue**	Section A: **2023/24 TOTAL SPED Reimbursement (2023/24 AFR)**	Section A: **2025/26 TEEOSA**	Section A: **TOTAL REVENUE (Total Tax Request + NonProperty $ + SPED + TEEOSA)**	Section B: Base Growth 3%	Section B: Basic Growth % for Membership	Section B: Basic Growth % for LEP	Section B: Basic Growth % for Poverty	Section B: **TOTAL BASE GROWTH RATE %**	Section C: **REVENUE CAP (Total Revenue X Total Base Growth %)**	Section D: General Fund Non-Property Tax Revenue (2023/24 AFR)	Section D: Special Bldg Non-Property Tax Revenue (2023/24 AFR)	Section D: **2023/24 TOTAL Non-Property Tax Revenue**	Section D: **2025/26 SPED Estimated (SPEDFRS Nov 2024)**	Section D: **2025/26 TEEOSA (as of 1.30.25)**	Section D: **Prior Years Unused Property Tax Authority (2025/26 LC-2)**	Section D: **2025/26 PROPERTY TAX AUTHORITY (Section C - Total NonProperty $ - SPED Est - TEEOSA + PY Unused PTAuthority)**	Section E: 2025/26 Property Tax Request Authority including Board Approved Amount	Section F: Amount of Additional Property Tax Authority if Approved	Section G: **2025/26 Property Tax Request Authority including Board Approved Amount**
25/26 (Current)	$22,570,429	$1,010,101	$23,580,530	$8,836,322	$152,015	$8,988,337	$4,452,841	$10,697,192	$47,718,900	3.0000%	0.9375%	0.6469%	0.0000%	4.5844%	$49,906,525	$8,771,541	$190,662	$8,962,203	$5,207,380	$9,481,955	$1,175	$26,256,162	5%	$2,385,945	$28,642,107
26/27 (Certified)	$24,202,842	$252,525	$24,455,367	$8,771,541	$190,662	$8,962,203	$5,207,380	$9,481,955	$48,106,905	3.0000%	0.0611%	0.0000%	0.0000%	3.0611%	$49,579,490	$10,012,723	$193,936	$10,206,659	$5,121,899	$11,060,089	$4,186,740	$27,377,584	5%	$2,405,345	$29,782,929
Difference	$1,632,413	-$757,576	$874,837	-$64,781	$38,647	-$26,134	$754,539	-$1,215,237	$388,005	0.00%	-0.88%	-0.65%	0.00%	-1.52%	-$327,035	$1,241,182	$3,274	$1,244,456	-$85,481	$1,578,134	$4,185,565	$1,121,422	0%	$19,400	$1,140,822
Percentage	7.23%	-75.00%	3.71%	-0.73%	25%	-0.29%	16.95%	-11.36%	0.81%	0.00%	-93.48%	-100.00%	#DIV/0!	-33.23%	-0.66%	14.15%	1.72%	13.89%	-1.64%	16.64%	356218.30%	4.27%	0.00%	0.81%	3.98%

RALSTON PUBLIC SCHOOLS
NOTICE OF MEETING

NOTICE IS HEREBY GIVEN, that the Board of Education, of the School District No. 54, in the county of Douglas, in the State of Nebraska, will hold **a Budget Hearing at 5:30 p.m., Tax Request Hearing at 5:45 p.m., followed by the Regular meeting at 6:00 p.m. on Monday, September 14, 2026**, at the **VMAC Administrative Center, 8545 Park Dr., Ralston, NE.**, which meeting will be open to the public. An agenda for the regular meeting, kept continuously current, is available for public inspection at the office of the Superintendent at 8545 Park Dr., Ralston, Nebraska.

9/10 ZNEZ

The Daily Record

JASON W. HUFF, Publisher

UNITED STATES OF AMERICA,
The State of Nebraska,
District of Nebraska,
County of Douglas,
City of Omaha } ss.

JASON W. HUFF, being duly sworn, deposes and say that they are the PUBLISHER and/or MANAGING EDITOR of THE DAILY RECORD, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, and a general circulation in Sarpy, Lancaster, Cass and Dodge Counties, printed in Omaha, in said County of Douglas, Nebraska for more than fifty-two weeks last past; that the printed notice here-to attached was published in THE DAILY RECORD, of Omaha, for 1 consecutive weeks on:

9/10/26

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.

GENERAL NOTARY - State of Nebraska
NICOLE M. PALMER
My Comm. Exp. October 1, 2029

Publisher's Fee $22.00

Additional Copies $

Filing Fee $

Total $22.00

Subscribed in my presence and sworn to before me this SEPTEMBER 10 2026

Notary Public in and for
Douglas County, State of Nebraska

1. I move we approve the 2026-2027 Budget, as presented.

Approval of the 2026-2027 General Fund Total Budget of $57,128,711.00,
the Depreciation Fund of $3,021,739.00,
the Activities Fund of $825,000.00,
the School Nutrition Fund of $3,446,743.00,
the Bond Fund of $14,400,633.00,
the Special Building Fund of $6,993,754.00,
the Cooperative Fund of $2,707,499.00,
and the Student Fee Fund of $65,000.00,

The current levy for this budget is of 0.894322 for general fund expenses,
with .204847 levied for bond fund expenses,
with .009145 levied for special building fund expenses.

The combined levy for all funds for 2026-2027 is $1.108314 which represents a decrease from the previous year.

Hearings for public comment regarding the proposed budget were held at 5:30 p.m. and 5:45 p.m. on September 14, 2026.

RALSTON PUBLIC SCHOOLS

BUDGET HEARING

2026-2027

Ralston
PUBLIC SCHOOLS

Fund Balances

as of 8/31

General Fund - $18,191,213

Bond Fund - $7,701,821

Special Building Fund - $9,616,675

Depreciation Fund - $3,401,434

QCPUF - $0

Activity Funds - $321,365

General Fund Budget Description

General Fund Operating Budget - $49,545,945

- Includes $245,000 for Voluntary Separation

Special Building Fund - $250,000

Anticipated Depreciation Fund transfer - $550,000

Receipts History

INCOME TOTALS	2020-2021	20-21 Act.	2021-2022	21-22 Act.	2022-2023	23-22 Act.	2023-2024	23-24 Act.	2024-2025	24-25 Actual	2025-2026	25-26 Actual	2026-2027	Difference
Local District Taxes	$ 19,481,802	$ 18,661,361	$ 20,497,849	$ 20,959,131	$ 21,044,479	$ 20,606,102	$ 20,978,518	$ 20,363,046	$ 22,103,725	$ 22,596,916	$ 23,723,814	$ 23,255,837	$ 24,448,555	3.05%
Common Levy Proceed														
Pro-Rata Motor Vehicle Tax	$ 30,000	$ 43,209	$ 30,000	$ 47,297	$ 32,000	$ 45,603	$ 45,000	$ 147,303	$ 45,000	$ 41,493	$ 45,000	$ 43,687	$ 45,000	0.00%
Motor Vehicle Tax	$ 2,365,735	$ 3,420,357	$ 3,400,000	$ 3,593,381	$ 3,300,000	$ 4,023,236	$ 3,796,100	$ 3,886,084	$ 3,500,000	$ 4,245,879	$ 3,500,000	$ 4,328,135	$ 3,500,000	0.00%
Homestead Exemption Tax	$ 250,000	$ 500,037	$ 410,000	$ 562,586	$ 420,000	$ 565,114	$ 550,000	$ 521,960	$ 365,000	$ 691,375	$ 450,000	$ 719,251	$ 450,000	0.00%
Tuition From Individuals														
Tuition From Other Districts														
Interest On Investments	$ 6,000	$ 11,063	$ 6,000	$ 7,258	$ 15,000	$ 24,198	$ 30,000	$ 23,191	$ 20,000	$ 27,836	$ 20,000	$ 32,294	$ 20,000	0.00%
Local Fees & Fines	$ 36,000	$ 32,932	$ 35,000	$ 33,861	$ 30,000	$ 29,420	$ 30,000	$ 41,273	$ 30,000	$ 43,483	$ 30,000	$ 51,471	$ 30,000	0.00%
Other Local Revenue	$ 8,000	$ 1,600	$ 8,000	$ 103,909	$ 1,500	$ 10,000	$ 1,500	$ 15,890	$ 1,000	$ 3,000	$ 1,000	$ -	$ 1,000	0.00%
County Fines & Licenses	$ 70,550	$ 73,653	$ 81,000	$ 73,783	$ 70,000	$ 70,424	$ 70,000	$ 76,524	$ 70,000	$ 89,661	$ 70,000	$ 97,469	$ 70,000	0.00%
State Aid	$ 11,164,498	$ 11,060,850	$ 9,787,636	$ 9,787,636	$ 10,659,909	$ 10,659,909	$ 9,687,575	$ 9,687,575	$ 10,697,192	$ 10,697,192	$ 9,481,955	$ 9,481,955	$ 11,060,089	16.64%
Special Education Program	$ 2,100,000	$ 1,933,960	$ 2,100,000	$ 2,198,749	$ 2,100,000	$ 2,164,135	$ 4,188,093	$ 4,091,175	$ 4,188,028	$ 4,727,214	$ 4,540,618	$ 4,689,349	$ 4,473,134	-1.49%
Special Education Transportation	$ 165,000	$ 56,134	$ 165,000	$ 213,927	$ 165,000	$ 240,558	$ 240,000	$ 494,274	$ 240,000	$ 611,157	$ 500,000	$ 620,686	$ 613,166	22.63%
Federal Grant Reimbursement														
State Apportionment	$ 400,000	$ 380,456	$ 400,000	$ 372,602	$ 372,196	$ 554,881	$ 435,000	$ 569,715	$ 385,000	$ 1,224,103	$ 885,000	$ 876,842	$ 885,000	0.00%
Public Power Sales Tax	$ 425,000	$ 460,533	$ 425,000	$ 3,977,766	$ 3,670,691	$ 3,949,879	$ 3,950,000	$ 3,974,007	$ 3,950,000	$ 4,251,748	$ 3,950,000	$ 4,706,166	$ 3,950,000	0.00%
EduJobs Funding														
Income from Cash Balance	$ 1,049,445	$ -	$ 1,437,247	$ -	$ -	$ -	$ -		$ -		$ 263,555	$ -	$ -	-100.00%
Tax Anticipation Notes														
Total	**$ 37,552,029**	**$ 36,636,148**	**$ 38,782,732**	**$ 41,931,889**	**$ 41,880,775**	**$ 42,943,459**	**$ 44,001,786**	**$ 43,892,018**	**$ 45,594,945**	**$ 49,251,057**	**$ 47,460,942**	**$ 48,903,141**	**$ 49,545,945**	**4.39%**

Ralston PUBLIC SCHOOLS

Disbursement History

DISBURSEMENTS	2020-2021	20-21 Act.	2021-2022	20-21 Act.	2022-2023	22-23 Act.	2023-2024	23-24 Act.	2024-2025	24-25 Actual	2025-2026	25-26 Actual	2026-2027	Difference
Instruction	$ 19,104,896	$ 18,857,227	$ 20,402,083	$ 19,155,798	$ 21,686,819	$ 19,793,320	$ 22,885,330	$ 21,236,049	$ 23,784,986	$ 22,674,438	$ 24,475,614	$ 21,591,075	$ 25,222,476	3.05%
Special Education	$ 5,655,708	$ 5,402,499	$ 5,503,587	$ 5,450,924	$ 6,295,478	$ 5,578,375	$ 6,576,529	$ 6,387,698	$ 6,616,885	$ 6,698,103	$ 7,148,214	$ 7,386,347	$ 7,734,766	8.21%
Pupil Support Services	$ 1,288,014	$ 1,221,533	$ 1,242,940	$ 1,345,147	$ 1,405,644	$ 1,400,264	$ 1,442,856	$ 1,411,164	$ 1,589,405	$ 1,659,899	$ 1,607,927	$ 1,570,339	$ 1,706,490	6.13%
Staff Support Services	$ 2,170,096	$ 1,949,596	$ 2,226,858	$ 2,004,298	$ 2,363,250	$ 2,082,362	$ 2,625,844	$ 2,436,983	$ 2,709,955	$ 2,370,994	$ 2,776,715	$ 2,444,265	$ 2,854,655	2.81%
General Administration	$ 779,242	$ 708,035	$ 813,755	$ 986,613	$ 835,704	$ 903,873	$ 786,919	$ 936,108	$ 813,459	$ 797,392	$ 844,982	$ 922,724	$ 887,138	4.99%
Building Administration	$ 2,308,941	$ 2,271,189	$ 2,360,718	$ 2,379,004	$ 2,447,574	$ 2,513,220	$ 2,533,986	$ 2,278,760	$ 2,623,534	$ 2,463,123	$ 2,688,076	$ 2,506,360	$ 2,767,390	2.95%
Fiscal Affairs	$ 763,375	$ 682,582	$ 772,746	$ 671,797	$ 822,403	$ 1,240,925	$ 831,301	$ 911,724	$ 843,768	$ 678,087	$ 710,764	$ 736,254	$ 724,985	2.00%
Operation Of Plant	$ 3,048,939	$ 2,710,351	$ 3,059,010	$ 2,960,119	$ 3,343,637	$ 3,084,236	$ 3,493,176	$ 3,146,946	$ 3,717,962	$ 3,529,831	$ 4,453,086	$ 4,072,009	$ 4,751,784	6.71%
Maintenance Of Plant	$ 937,107	$ 1,013,269	$ 933,170	$ 939,013	$ 1,075,423	$ 958,933	$ 1,118,590	$ 964,283	$ 1,165,066	$ 1,336,778	$ 986,875	$ 893,694	$ 997,571	1.08%
Transportation	$ 1,258,085	$ 1,026,512	$ 1,230,239	$ 1,161,757	$ 1,367,217	$ 1,363,665	$ 1,469,629	$ 1,656,335	$ 1,492,299	$ 1,522,381	$ 1,636,189	$ 1,728,254	$ 1,766,190	7.95%
Board of Education	$ 237,626	$ 196,189	$ 237,626	$ 185,465	$ 237,626	$ 139,823	$ 237,626	$ 200,517	$ 237,626	$ 241,525	$ 132,500	$ 54,161	$ 132,500	0.00%
Total	**$ 37,552,029**	**$ 36,038,982**	**$ 38,782,732**	**$ 37,239,935**	**$ 41,880,775**	**$ 39,058,995**	**$ 44,001,786**	**$ 41,566,566.8**	**$ 45,594,945**	**$ 43,972,555**	**$ 47,460,942**	**$ 43,905,482**	**$ 49,545,945**	**4.39%**

Ralston
PUBLIC SCHOOLS

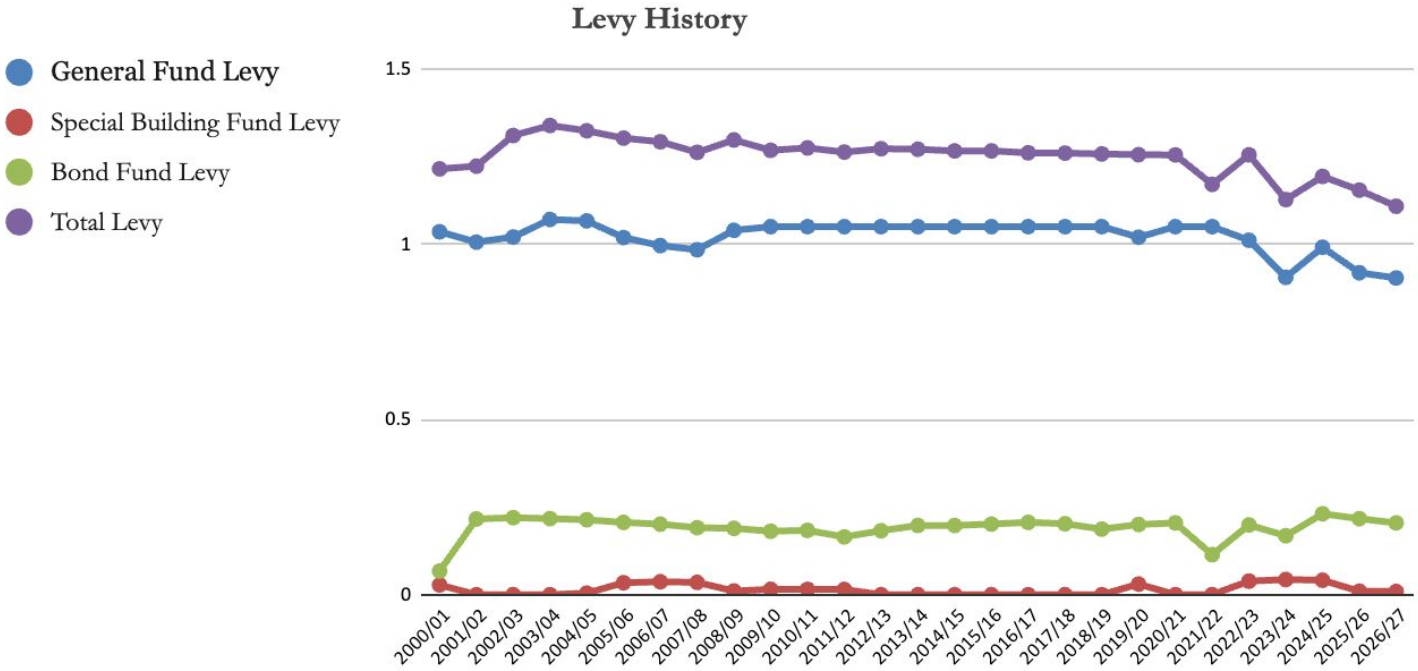
Tax Request Information

	2025-2026		2026-2027	
	Tax Request	Levy	Tax Request	Levy
General Fund	$23,963,448	.91849	$24,695,510	.89433
Building Fund	$252,525	.00968	$252,525	.00915
Voluntary Separation	$239,394	.00918	$0	.00
Bond Fund	$5,656,566	.21681	$5,656,566	.20485
QCPUF	$0	.00	$0	.00
Total Levy request	**$30,111,933**	**1.15415**	**$30,604,601**	**1.10831**

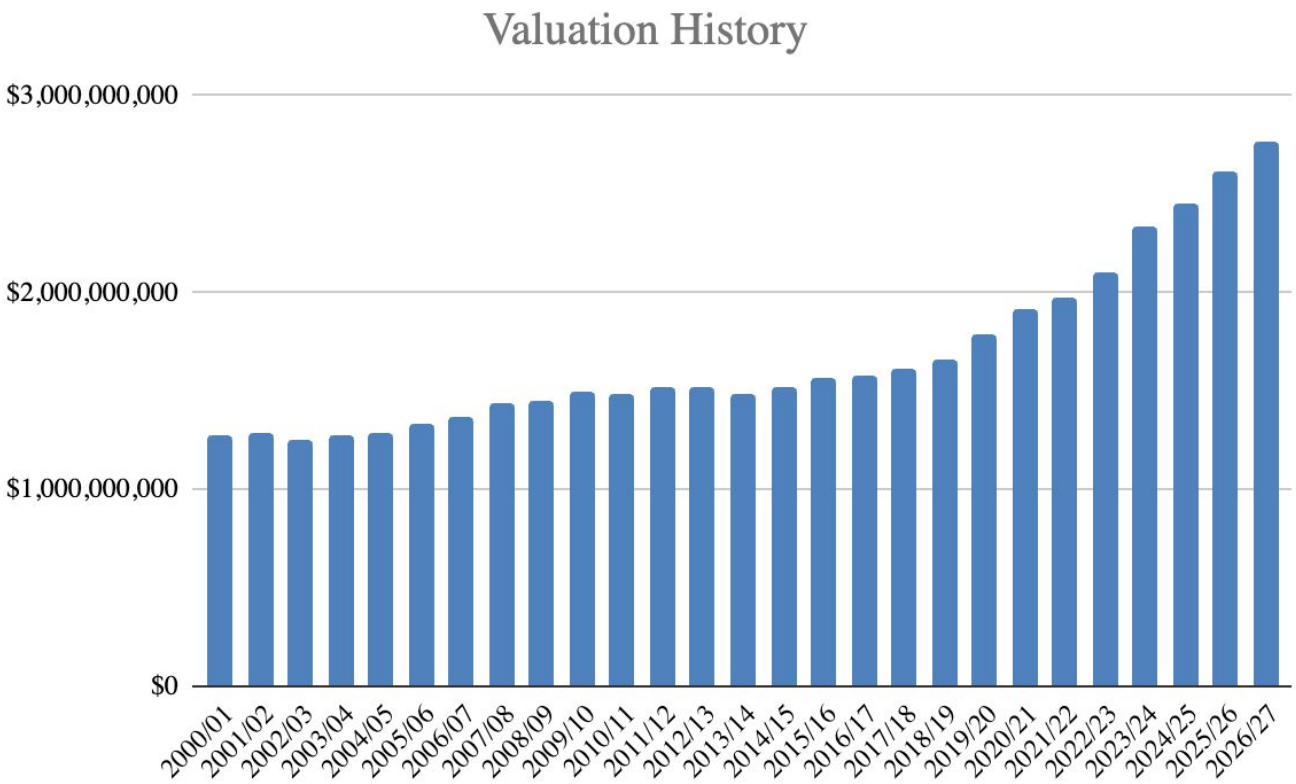
Levy History

Year	General	Building Fund	Bond Fund	Total Levy
2000/01	1.0354	0.0278	0.0673	1.2149
2001/02	1.0058	0.0000	0.2159	1.2226
2002/03	1.0204	0.0000	0.2197	1.3100
2003/04	1.0706	0.0000	0.2170	1.3387
2004/05	1.0665	0.0043	0.2137	1.3236
2005/06	1.0189	0.0340	0.2062	1.3026
2006/07	0.9959	0.0369	0.2011	1.2922
2007/08	0.9842	0.0351	0.1912	1.2620
2008/09	1.0396	0.0104	0.1892	1.2974
2009/10	1.0499	0.0152	0.1811	1.2678
2010/11	1.0500	0.0152	0.1835	1.2747
2011/12	1.0500	0.0149	0.1648	1.2627
2012/13	1.0500	0.0000	0.1825	1.2724
2013/14	1.0500	0.0000	0.1975	1.2708
2014/15	1.0500	0.0000	0.1975	1.2661
2015/16	1.0500	0.0000	0.2014	1.2661
2016/17	1.0500	0.0000	0.2063	1.2607
2017/18	1.0500	0.0000	0.2023	1.2598
2018/19	1.0500	0.0000	0.1870	1.2575
2019/20	1.0198	0.0302	0.2001	1.2553
2020/21	1.0500	0.0000	0.2047	1.2547
2021/22	1.0500	0.0000	0.1141	1.1707
2022/23	1.0112	0.0387	0.1988	1.2549
2023/24	0.9055	0.0432	0.1680	1.1272
2024/25	0.9912	0.0412	0.2309	1.1933
2025/26	0.9185	0.0097	0.2168	1.1542
2026/27	0.9035	0.0091	0.2048	1.1083

Levy History



Valuation History



Effective Tax Rate Due to Tax Credits

	2025-2026 Non-Bond Fund Levies		Property Tax Credits from the State	
	Tax Request	Levy	Amount	Credit
General Fund	$24,432,500	.92767	737,805	Homestead Credit
Building Fund	$254,683	.00967	1,275,013	Real Property Tax Credit
			5,950,921	School Tax Credit
Total Levy request	**$24,687,183**	**.93734**	**$7,963,739**	

Net Tax to Property Owners	**$16,723,445**
Effective Levy	**.634967**

That's a 32% reduction to the levy

Source: NDE Effective Tax Rate For Public School Districts

Summary

- Certified Valuation increased by 5.84% to $2,761,367,255
  - Real Growth of .08%
- General Fund Levy of $.89433
- Special Building Fund Levy of $.00915
  - Total of $.90 or $.15 below the $1.05 Levy Lid
- Bond Fund Levy of $.20485
  - Decrease of .0005
  - Paying for 2021 and 2023 series bonds for full fiscal year
- **Total Levy for 2026-2027 is $1.10831**
  - **Decrease of $.0459**
- Tax Credits lowered the tax levy by 32% in 2025-2026
- General Fund increased by 4.39% from 2025-2026
  - Certified Staff Salary Increase of $700 on the base
  - Insurance Premium Increase of 7.25%

Questions?

BUDGET HEARING

2026-2027

Ralston
PUBLIC SCHOOLS

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Ralston Public Schools (28-0054) in Douglas County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 14 day of September, 2026 at 5:30 o'clock, PM, at 8545 Park Drive, Ralston, NE 68127 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: https://nep.education.ne.gov

FUNDS	Actual Disbursements & Transfers 2024-2025 (1)	Actual/Estimated Disbursements & Transfers 2025-2026 (2)	Budgeted Disbursements & Transfers 2026-2027 (3)	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
General	$ 46,264,550.00	$ 53,430,757.00	$ 57,128,711.00	$ 11,232,727.00	$ 43,912,883.00	$ 24,695,510.00
Depreciation	$ 424,654.00	$ 1,500,000.00	$ 3,021,739.00		$ 3,021,739.00	
Employee Benefit	$ -	$ -	$ -	$ -	$ -	
Contingency	$ -	$ -	$ -		$ -	
Activities	$ 755,544.00	$ 775,000.00	$ 825,000.00	$ -	$ 825,000.00	
School Nutrition	$ 2,707,160.00	$ 3,015,000.00	$ 3,446,743.00	$ -	$ 3,446,743.00	
Bond	$ 5,592,625.00	$ 5,589,750.00	$ 14,400,633.00	$ -	$ 8,800,633.00	$ 5,656,566.00
Special Building	$ 20,944,188.00	$ 13,005,000.00	$ 6,993,754.00		$ 6,743,754.00	$ 252,525.00
Qualified Capital Purpose Undertaking	$ -	$ -	$ -	$ -	$ -	$ -
Cooperative	$ 2,198,195.00	$ 2,500,000.00	$ 2,707,499.00	$ -	$ 2,707,499.00	
Student Fee	$ 43,830.00	$ 55,000.00	$ 65,000.00	$ -	$ 65,000.00	
	$ -	$ -	$ -	$ -	$ -	
TOTALS	$ 78,930,746.00	$ 79,870,507.00	$ 88,589,079.00	$ 11,232,727.00	$ 69,523,251.00	$ 30,604,601.00

	Bond Purposes	Non-Bond Purposes	Total
Breakdown of Property Tax	$ 5,656,566.00	$ 24,948,035.00	$ 30,604,601.00

/10

ZNEZ

The Daily Record

Proof of Publication

JASON W. HUFF, Publisher

UNITED STATES OF AMERICA,
The State of Nebraska,
District of Nebraska,
County of Douglas,
City of Omaha } ss.

JASON W. HUFF, being duly sworn, deposes and say that they are the PUBLISHER and/or MANAGING EDITOR of THE DAILY RECORD, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, and a general circulation in Sarpy, Lancaster, Cass and Dodge Counties, printed in Omaha, in said County of Douglas, Nebraska for more than fifty-two weeks last past; that the printed notice here-to attached was published in THE DAILY RECORD, of Omaha, for 1 consecutive weeks on:

9/10/26

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.

GENERAL NOTARY - State of Nebraska
NICOLE M. PALMER
My Comm. Exp. October 1, 2029

Publisher's Fee $90.00

Additional Copies $

Filing Fee $

Total $90.00

Subscribed in my presence and sworn to before me this SEPTEMBER 10 2026

Notary Public in and for
Douglas County, State of Nebraska

2026/2027 TAX REQUEST RESOLUTION
FOR
DOUGLAS COUNTY SCHOOL DISTRICT #54

WHEREAS, public was given at least five days in advance of a Special Public Hearing called for the purpose of discussing and approving or modifying the District's Tax Requests for the 2026/2027 school fiscal year for the General Fund, Bond Fund, Special Building Fund, and Qualified Capital Purpose Undertaking Fund of Douglas County School District #54; and,

WHEREAS, such Special Public Hearing was held before the Board of Education (hereinafter "the Board") of Douglas School District #54 (hereinafter "the District") at the time, date, and place announced in the notice published in a newspaper of general circulation, a copy of which notice and proof of publication of which is attached hereto as Exhibit A, all as required by law; and,

WHEREAS, the Board provided an opportunity to receive comment, information and evidence from persons in attendance at such Special Hearing; and,

WHEREAS, the total assessed value of the property differs from last year's total assessed value by 5.84% the tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property would be $1.090472 per $100 of assessed value; the Ralston Public Schools proposes to adopt a property tax requests that will cause its tax rate to be $1.108314 per $100 of assessed value.

WHEREAS, based on the proposed property tax request and changes in other revenue, the total operating budget of the Ralston Public Schools will be less than last year's by -7.7%.

WHEREAS, the Board, after having reviewed the District's Tax Requests for each said fund, and after public consideration of the matter, has determined that the Final Tax Requests as listed below are necessary in order to carry out the functions of the District, as determined by the Board for the 2026/2027 school fiscal year.

NOW BE IT THEREFORE RESOLVED that (1) the Tax Request for the General Fund should be, and hereby is set at $ $24,695,510.00; (2) the Tax Request for the Bond Fund should be, and hereby is set at $ $5,656,566.00 (3) the Tax Request for the Special Building Fund should be, and hereby is set at $252,525.00 and (4) the Tax Request for the Qualified Capital Purpose Undertaking Fund should be, and hereby is set at $0.

It is so moved by _____ and seconded by _____ this 28th day of September 2026.

Roll Call vote as follows:

Katie Krause	YES	NO
Robin Richards	YES	NO
Mary Roarty	YES	NO
Carrie Hough	YES	NO
Elizabeth Kumru	YES	NO
Samantha Willey	YES	NO

The undersigned herewith certifies, as Secretary of the Board of Education of Douglas County School District #54, that the above Resolution was duly adopted by a majority of said Board at a duly constituted public meeting of said Board.

_____

Liz Kumru, Board Secretary

Valuation	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	$ 1,912,399,115	$ 1,971,895,050	$ 2,102,130,455	$ 2,340,248,555	$2,450,204,865	$2,609,004,635	$2,761,367,255
Percentage Δ	6.68%	3.11%	6.60%	11.33%	4.70%	6.48%	5.84%

General Fund	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
General Fund Budget	$37,520,589	$38,729,266	$41,880,775	$43,741,764	$45,594,945	$47,460,942	$49,545,945
(Budget +/-)	$1,222,263	$1,208,677	$3,151,509	$1,860,989	$1,853,181	$1,865,997	$2,085,003
Tax Requirement	$19,481,801	$20,499,898	$21,044,479	$20,978,518	$22,103,725	$23,723,814	$24,448,555
1% Treasurer's Fee	$194,818	$204,999	$212,570	$211,904	$223,270	$239,634	$246,955
Total	$19,676,619	$20,704,897	$21,257,049	$21,190,422	$22,326,995	$23,963,448	$24,695,510
Estimated Levy	**$1.0289**	**$1.0500**	**$1.0112**	**$0.9055**	**$0.9112**	**$0.9185**	**$0.894322**

Voluntary Separation	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Amount of Fund	$105,000	$129,961	$140,000	$245,000	$241,000	$237,000	$0
(Budget +/-)	$55,351	$24,961	$10,039	$105,000	($4,000)	($4,000)	($237,000)
Total Tax Funds	$105,000	$129,961	$140,000	$245,000	$241,000	$237,000	$0
1% Treasurer's Fee	$1,050.00	$1,300	$1,414	$2,475	$2,434	$2,394	$0
Total	$106,050.00	$131,261	$141,414	$247,475	$243,434	$239,394	$0
Estimated Levy	**$0.00555**	**$0.00666**	**$0.00673**	**$0.01057**	**$0.00994**	**$0.009176**	**$0.000000**

Total General Fund Levy	**$1.034442**	**$1.056657**	**$1.017942**	**$0.916052**	**$0.921165**	**$0.927666**	**$0.894322**

Special Building Fund	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Taxable base	$18,932,751	$19,521,761	$21,021,305	$23,402,486	$24,502,049	$26,090,046	$27,613,673
(Budget +/-)	$1,184,789	$589,010	$1,499,544	$2,381,181	$1,099,563	$1,587,998	$1,523,626
Total Tax Funds	$ 399,536	$ 1	$ 807,167	$ 1,000,000	$ 1,000,000	$ 250,000	$ 250,000
1% Treasurer's Fee	$3,995	$0	$8,153	$10,101	$10,101	$2,525	$2,525
Total	$ 403,531	$ 1	$ 815,320	$ 1,010,101	$ 1,010,101	$ 252,525	$ 252,525
Estimated Levy	**$0.0211**	**$0.0000**	**$0.0388**	**$0.0432**	**$0.0412**	**$0.009679**	**$0.009145**
Budget Total (Under The Lid)	**$1.06**	**$1.06**	**$1.06**	**$0.96**	**$0.96**	**$0.94**	**$0.903467**

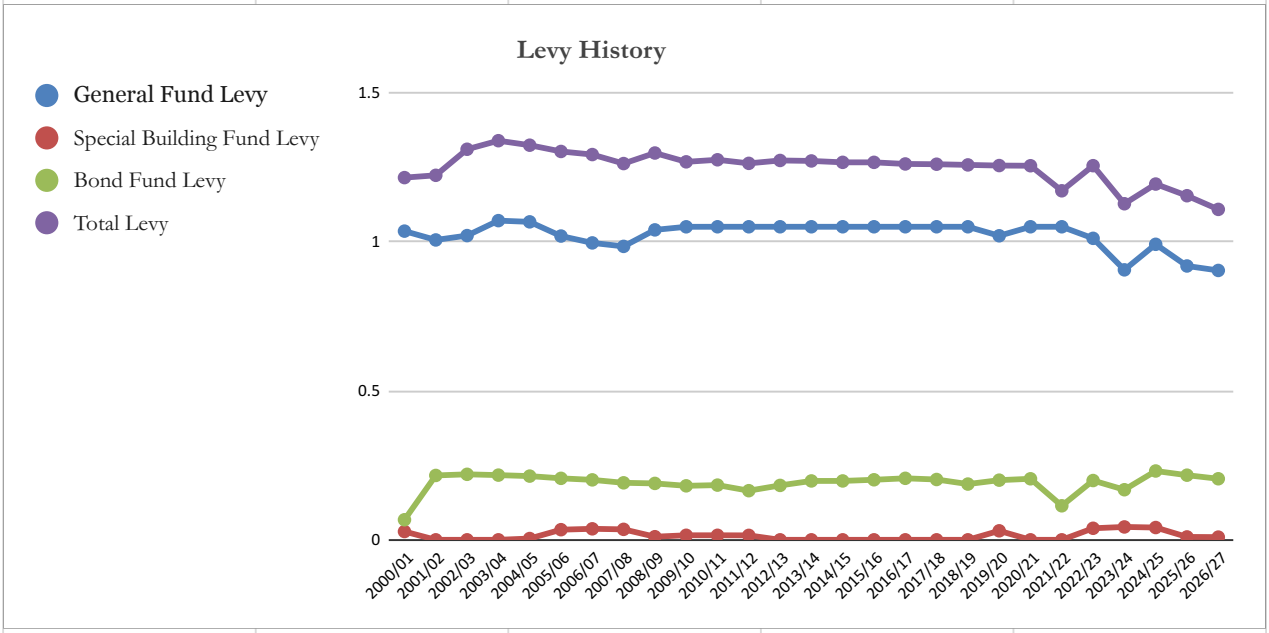
General Obligation Bond Fund	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Tax Requirement	3,700,000	1,636,940	4,125,000	4,700,000	$5,600,000	$5,600,000	$5,600,000
Auto Tax Estimate (Income)							
Amount Of Property Tax	3,700,000	1,636,940	4,125,000	3,893,128	$5,600,000	$5,600,000	$5,600,000
1% Treasurer's Fee	37000	16369	41667	39324	$56,565.60	$56,565.60	$56,565.60
Total	$3,737,000	$1,653,309	$4,166,667	$3,932,452	$5,656,566	$5,656,566	$5,656,566
Estimated Levy	**$0.1954**	**$0.0838**	**$0.1982**	**$0.1680**	**$0.2309**	**$0.2168**	**$0.204847**

Limited Bond Fund (QCPUF, BABS, QSCB)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Tax Requirement	$72,356	$591,204	$0	$0	$0	$0	$0
Auto Tax Estimate (Income)							
Amount Of Property Tax	$72,356	$591,204	$0	$0	$0	$0	$0
1% Treasurer's Fee	$723.56	$5,912	$0	$0	$0	$0	$0
Total	$73,079.56	$597,116.04	$0.00	$0.00	$0.00	$0.00	$0.00
Estimated Levy	**$0.0038**	**$0.03028**	**$0.00000**	**$0.00000**	**$0.00000**	**$0.00000**	**$0.00000**

Cooperative Fund	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027

Valuation	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	$ 1,912,399,115	$ 1,971,895,050	$ 2,102,130,455	$ 2,340,248,555	$2,450,204,865	$2,609,004,635	$2,761,367,255
Amount of Fund	$ 1,300,000	$ 1,300,000	$ 1,300,000	$ 1,300,000	$ 1,300,000	$ 1,300,000	$ 1,300,000
Total Tax Funds	$0	$0	$0	$0	$0	$0	$0
Estimated Levy	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
Outside the lid total	**$0.1992**	**$0.1141**	**$0.1982**	**$0.1680**	**$0.2309**	**$0.2168**	**$0.2048**
Total All Funds	$41,840,250	$41,110,953	$47,004,176	$48,931,792	$52,505,046	$53,609,427	$55,455,036
Inc./(Dec.) All Funds	$1,861,062	($729,297)	$5,893,223	$1,927,616	$3,573,253	$1,104,381	$1,845,609
Total Tax Dollars (All Funds)	$23,996,280	$23,086,584	$26,380,450	$26,380,450	$29,237,095	$30,111,933	$30,604,601
Inc./Dec. Budget Dollars	$1,491,876	($909,696)	$3,293,866	($0)	$2,856,645	$874,838	$492,668
Est. School Tax Levy	**$1.2492**	**$1.1705**	**$1.2481**	**$1.1272**	**$1.1933**	**$1.1542**	**$1.108314**
Inc/Dec	($0.0032)	($0.0787)	$0.0776	($0.1209)	$0.0660	($0.0391)	($0.0458)

Ralston Public Schools Levy History				
Year	General	Building Fund	Bond Fund	Total Levy
2000/01	1.0354	0.0278	0.0673	1.2149
2001/02	1.0058	0.0000	0.2159	1.2226
2002/03	1.0204	0.0000	0.2197	1.3100
2003/04	1.0706	0.0000	0.2170	1.3387
2004/05	1.0665	0.0043	0.2137	1.3236
2005/06	1.0189	0.0340	0.2062	1.3026
2006/07	0.9959	0.0369	0.2011	1.2922
2007/08	0.9842	0.0351	0.1912	1.2620
2008/09	1.0396	0.0104	0.1892	1.2974
2009/10	1.0499	0.0152	0.1811	1.2678
2010/11	1.0500	0.0152	0.1835	1.2747
2011/12	1.0500	0.0149	0.1648	1.2627
2012/13	1.0500	0.0000	0.1825	1.2724
2013/14	1.0500	0.0000	0.1975	1.2708
2014/15	1.0500	0.0000	0.1975	1.2661
2015/16	1.0500	0.0000	0.2014	1.2661
2016/17	1.0500	0.0000	0.2063	1.2607
2017/18	1.0500	0.0000	0.2023	1.2598
2018/19	1.0500	0.0000	0.1870	1.2575
2019/20	1.0198	0.0302	0.2001	1.2553
2020/21	1.0500	0.0000	0.2047	1.2547
2021/22	1.0500	0.0000	0.1141	1.1707
2022/23	1.0112	0.0387	0.1988	1.2549
2023/24	0.9055	0.0432	0.1680	1.1272
2024/25	0.9912	0.0412	0.2309	1.1933
2025/26	0.9185	0.0097	0.2168	1.1542
2026/27	0.8943	0.0091	0.2048	1.1083



I. AM - NOTICE OF SPECIAL HEARING TO S

Notice of Special Hearing To Set Final Tax Request

Ralston Public Schools (28-0054) in Douglas County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1632, that the governing body will meet on the 14 day of, September 2026 at 5:45 o'clock PM, at 8545 Park Drive, Ralston, NE 68127 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

	2025-2026	2026-2027	Change
Property Valuations	2,609,004,635	2,761,387,255	6%

	2025-2026 Budget Information				2026-2027 Budget Information				
Fund	2025-2026 Operating Budget	2025-2026 Property Tax Request	2025 Tax Rate	Property Tax Rate (2025-2026 Request Divided By 2026 Valuation)	2026-2027 Operating Budget	2026-2027 Proposed Property Tax Request	Proposed 2026 Tax Rate	Change in Tax Rate	Change in Operating Budget
General Fund	53,305,767.00	24,202,842.00	0.927686	0.876486	57,128,711.00	24,895,510.00	0.894322	-4%	7%
Bond Fund(s) K - 12	13,196,040.00	5,656,566.00	0.216808	0.204847	14,400,633.00	5,656,566.00	0.204847	-6%	9%
Special Building Fund	18,529,829.00	252,525.00	0.009679	0.009145	5,993,754.00	252,525.00	0.009145	-6%	-52%
Total	85,031,636.00	30,111,933.00	1.154154	1.090472	78,523,098.00	30,804,601.00	1.108314	-4%	-8%

9/10

ZNEZ

SET FINAL TAX REQUEST (RPS)

The Daily Record

Proof of Publication

JASON W. HUFF, Publisher

UNITED STATES OF AMERICA,
The State of Nebraska,
District of Nebraska,
County of Douglas,
City of Omaha } ss.

JASON W. HUFF, being duly sworn, deposes and say that they are the PUBLISHER and/or MANAGING EDITOR of THE DAILY RECORD, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, and a general circulation in Sarpy, Lancaster, Cass and Dodge Counties, printed in Omaha, in said County of Douglas, Nebraska for more than fifty-two weeks last past; that the printed notice here-to attached was published in THE DAILY RECORD, of Omaha, for 1 consecutive weeks on:

9/10/26

That said Newspaper during that time was regularly published and in general circulation in the County of Douglas, and State of Nebraska.

GENERAL NOTARY - State of Nebraska
NICOLE M. PALMER
My Comm. Exp. October 1, 2029

ublisher's Fee $66.00

dditional Copies $

iling Fee $

Total $66.00

Subscribed in my presence and sworn to before me this SEPTEMBER 10 2026

Notary Public in and for
Douglas County, State of Nebraska

6010

Special Education Identification, Evaluation and Verification.

All children ~~regardless of~~ with verified disabilities, who are eligible for special education services are entitled to a free appropriate public education and an equal opportunity for education according to their needs. The district will follow rules and protocols created by ~~the Nebraska Department of Education and the United States Department of Education~~ state and federal law as well as the rules and protocols created by the Nebraska Department of Education and the United States Department of Education in identifying, evaluating, verifying and serving students who may be entitled to rehabilitation or special education services.

The school district shall provide special education and rehabilitative services only to children with verified disabilities and qualifying conditions.

Adopted on: _____
Revised on: _____
Reviewed on: _____

2015

Student Member of School Board

In order to provide the School Board with a greater insight into student activities, programs, and needs; and to encourage student involvement in school district governance activities the board may allow one nonvoting student member(s) on the Board of Education. The role of student member is advisory. The board shall decide whether to have a student member for the upcoming school year at its regular May board meeting or at such other meeting determined by the board.

Selection and Term of Student Member

The student member(s) must be a full-time enrolled student at Ralston High School, and must completed an application process for membership as a non-voting member. In the event there are multiple applicants to be a student member of the school board, the board may decide to adjust the length of the term of office as needed to allow for multiple students to participate in this program.

Students can serve multiple year terms at the discretion of the Board of Education.

Student members will not participate in executive or closed sessions, and are subject to the policies that govern Board member conduct.

Guidelines

Student members may not introduce motions.

Student members are expected to attend meetings on at least a monthly basis during the duration of their term, and they can be appointed to subcommittees of the Board at the discretion of the President.

The President of the Board, in consultation with the Superintendent of Schools, has the right to bar the participation of a student member at their discretion. The decision of the board president is final and is not subject to review.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6006
Commencement Ceremony

The district shall conduct a commencement ceremony for members of the senior class at the end of the school year. Participation in the ceremony is a privilege, not a right, and the superintendent or his/her designee may prohibit students who have violated conduct rules from participating in the ceremony as a consequence for the misconduct. The superintendent will communicate such situations with the Board of Education in advance.

Students who have completed all graduation requirements (i.e., completed the required coursework or achieved the goals set in the student's individual education plan) will be allowed to participate in commencement exercises.

Adopted on: July 25, 2016
Revised on:
Reviewed on: March 11, 2024

4063
Negotiations Goals and Objectives

The Ralston Board of Education will adopt the following guidelines in complying with the provisions of the law.

- The Board will recognize duly elected bargaining representatives of its employees, or unit of employees, and will willingly carry out all provisions of the law.

- The Board will establish guidelines under which these representatives may negotiate with the duly elected representatives of the employee groups.

- The Board, or its representatives, will prepare proposals representing the recommended action of the Board in response to any proposals received from employee organizations and will negotiate on the subject matter contained therein with the full understanding that the Board need not agree to a proposal or be required to make a concession.

- The Board will direct its bargaining representatives to reach agreement on all matters under consideration when such matters are within the guidelines established by the Board.

- The Board will direct its representatives to agree on individual matters only on a temporary basis with final approval to be included only in the final ratified agreement.

- The Board will safeguard the rights of the individual citizen to know what is being negotiated, the effect on the educational program and services of the district, and the cost to the taxpayer.

- The Board will direct its representatives to negotiate on all reasonable items.

Board Negotiating Agents

The Ralston Board of Education will determine the make-up of its negotiating teams. Negotiating team agents may include Board members, the Superintendent or their designee, legal counsel, or outside consultants.

Superintendent's Role in Negotiations

The Superintendent of the Ralston School District will provide the Board of Education with information, counsel, and support personnel as a necessary function of negotiating activities. The Superintendent may be called upon by the Board of Education to take an active role in the negotiation process.

Payment of Negotiations Costs

Expenses in the negotiating process will be borne by the party which incurs the expense except upon the declaration of an impasse in which case all costs of mediation will be shared equally by the Ralston School District and the employee organization.

Preliminary Negotiated Agreement

A preliminary negotiated agreement will be submitted to the full Ralston Board of Education for final approval on behalf of the Ralston School District. After ratification by the employee group, it will be signed by the official representatives and become final.

Adopted on: July 25, 2016
Revised on :March 25, 2024
Reviewed on: March 11, 2024

3034
Compensation of Board Members

No member of the Board except the Secretary shall accept or receive any compensation for services performed in discharging the duties of his/her office.

Members of the Board may participate in the school district's hospitalization, medical, surgical, accident, sickness, or term life insurance coverage, or any one or more of such coverages, with the participating Board members paying both the employee and employer portions of the premium for such coverage.

Members of the board may be reimbursed for their actual and necessary expenses incurred while attending authorized conferences or other activities whose purpose is related to instructional or related operational improvement in the district.

Adopted on: July 22, 2019
Revised on:
Reviewed on: March 11, 2024

2017
Indemnification and Liability Insurance

In addition to circumstances where it is obligated to provide indemnity or procure insurance, the school board has broad authority to purchase insurance or otherwise indemnify school board members, officers, employees, or agents of the school district. The school board will purchase liability insurance and provide indemnification at its discretion and review its current coverages and indemnification obligations when it deems appropriate.

In the event the school district's current insurance, indemnification agreements, contract obligations, or other promises to indemnify do not cover a situation which the school board can agree to cover, the school board may authorize indemnification. The school board may elect to indemnify any board member, officer, agent, or employee if he or she is a party or is threatened to be made a party in any pending or completed suit, proceeding, or any other action, whether criminal, civil, administrative, or investigative, if the individual is involved because of current or past service on the board, employment, or agency relationship with the school district. However, the indemnification and defense will only be considered if such person acted in good faith and in a manner he or she reasonably believed to be in the best interests or not opposed to the best interests of the school district, including in a criminal proceeding if he or she had no reasonable cause to believe the conduct was unlawful.

In circumstances involving employees, the board delegates to the Superintendent the authority to provide the indemnification to the extent the Superintendent is authorized to procure legal services, as long as the indemnification is otherwise consistent with the authority granted under the law.

Adopted on: July 22, 2019
Revised on:
Reviewed on: March 11, 2024

4063
Extra Duty and Extended Contract Assignments for Certificated Staff

This policy details the methods of payment for performance of extra duty and extended contract assignments by certificated staff members. Noncertificated staff should refer to their individual employment contracts regarding service hours and payment for extracurricular sponsorship activities which may be assigned to the employee by the district.

Extra Duty Assignments

Certificated staff members may be assigned extra duties such as coaching a sport, sponsoring a student club, or directing other extracurricular activities. Extra duty assignments shall be assigned at the discretion of the administration.

Full time certificated staff who are anticipated to work more than 1100 hours each school year are expected to work additional hours each month of the contract year in fulfillment of their extra duty assignments. Part-time certificated staff who are anticipated to spend fewer than 1100 hours in their regular teaching assignments each school year must track the hours they spend on extra duty assignments and submit those hours to the district bookkeeper monthly.

Certificated staff covered by the collective bargaining agreement between the board and the local education association will be paid the salary amounts set in that contract for performance of their extra duties.

Subject to the other provisions of this policy, certificated employees assigned to extra duty assignments shall be paid in 12 equal installments beginning with the first regular pay period of the contract year in which the services will be rendered. The payment for exempt employees assigned extra duty sponsorship duties after the beginning of their contract for a given school year shall be distributed evenly across the remaining pay periods for the school year beginning with the first pay period following the assignment.

Certificated employees who are assigned extra duties will be informed of that assignment in an assignment letter.

In addition to their regular teaching duties, teachers with extra duty will render service hours toward the performance of each of their extra duty assignments throughout the entirety of the contract year. This time should include tasks such as: continuously reviewing best practices for coaching/sponsoring your extra duty; determining any off-season professional

development or meetings which you should attend; determining any pre-season or pre-event camps or activities which students should attend; supervising selected pre-season camps or activities; creating records and completing paperwork related to the extra duty; communicating with selected media outlets about the extra duty; training and preparing students prior to the beginning of the competition/activity/event schedule; reviewing or planning the competition/event schedule; studying film, selecting music or scripts, designing sets and costumes, arranging choreography and otherwise preparing for the competition or season; scheduling student meetings and events; actively supervising participating students before, during and after the season/event; study of best practices in sportsmanship and student character growth; and any other identified duties.

In the event a certificated staff member is assigned an extra duty assignment after the beginning of the school year in which the activity occurs, the district will report the extra duty pay and hours to the Nebraska State Retirement System beginning in the month when the teacher undertakes his/her assignment.

In the event a certificated staff member's overall employment and/or extra duty assignment is terminated prior to the end of the school year, he/she will not be paid any remaining amounts for extra duty service and those hours will not be reported to the Nebraska State Retirement System.

Extended Contract Days

If a certificated staff member is assigned extended contract days, that assignment shall be included in his/her individual employment contract with the board of education. Staff shall be compensated for assigned extended contract days at the individual employee's daily contract rate calculated by dividing his/her regular salary by the number of contract days set by the board for all certificated teaching staff.

Unless otherwise directed by the administration, extended contract days shall be completed after the last regular duty day for teachers. Teachers must document their completion of extended contract days on the form provided by the office and submit that form to their direct supervisor at the end of each month.

Payment for Extended Contract Days

Teachers assigned to extended contract days shall be paid for that assignment in 12 equal installments beginning with the first regular pay day of the contract year in which the services are rendered.

Adopted on: _____
Revised on: _____
Reviewed on: _____

Bill Review Schedule for 2026

January 12
Samantha
Mary

February 9
Robin
Carrie

March 9
Liz
Katie

April 13
Mary
Robin

May 11
Carrie
Liz

June 8
Samantha
Mary

July 13
Katie
Robin

August 10
Samantha
Liz

September 14
Robin
Carrie

October 12
Liz
Katie

November 9
Mary
Samantha

December 14
Carrie
Katie