Board of Education Regular Meeting/Business
Monday, October 26, 2026 6:00 PM

Virginia Moon Administrative Center
8545 Park Drive
Ralston, NE 68127

# Agenda

1. Call To Order
   **Speaker(s):** Board President
2. Pledge of Allegiance
   **Speaker(s):** Board President
   2.1. Roll Call - Excuse Board Members not in attendance
      **Speaker(s):** Board President
3. Public Comment Sign In Procedure
   3.1. Public Comment
4. Consent Agenda (Action)
   **Speaker(s):** Board President
5. Board Development and Communication
   5.1. Board Members' Update
6. Superintendent's Report
   **Speaker(s):** Superintendent
   6.1. District Recognition and Celebrations
      **Speaker(s):** Jason Buckingham
   6.2. Government Relations Update
      **Speaker(s):** Mr. Jason Buckingham
   6.3. NASB Updates and Information
      **Speaker(s):** Mrs. Elizabeth Kumru
   6.4. Limited English Proficiency (LEP) Program Review
      **Speaker(s):** Jen Pollock
   6.5. High Ability Learner (HAL) Program Review
      **Speaker(s):** Britnie Abler, Christine Redemske, Kali Allen
   6.6. Superintendent Evaluation policy, timeline, goal setting and process
      **Speaker(s):** Jason Buckingham
   6.7. Voluntary Separation Program
      **Speaker(s):** Aaron Bredenkamp
   6.8. Grant Funding Report
      **Speaker(s):** Aaron Bredenkamp
7. Board Action Items
   7.1. Approval of Policy 3050 Technology in the Classroom (Action)
      **Speaker(s):** Jason Buckingham
   7.2. Approval of Policy 4025 Superintendent (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: _____

DeAnna Ruckman

Oct. 13, 2026
Ryan Pivonka
Ralston Public Schools

Dear Dr. Pivonka

I am writing to formally announce my resignation from my position as a Secondary Special Education Resource Teacher at **Ralston High School**, effective **Oct.13, 2026**. I have decided to leave for personal reasons.
I want to thank you for the opportunities provided to me during my time with the district. I appreciate the experience I have gained working with our exceptional students.

Over the next few weeks, I will ensure all student files, accommodations, and IEP progress reports are fully updated and organized to facilitate a smooth transition for the department.

I wish the school and the staff all the best.

Sincerely,

DeAnna Ruckman

**Subcommittee:** Building and Grounds

**Meeting Date & Time: 10/20/2026**

**Members Attending:** Jason Buckingham, Mary Roarty, Samantha Willey via Zoom

RHS Scoreboard update
RHS Balancing HVAC
Donor wall drive
RHS Stadium mostly finished mini-splits have been installed
RMS Painting

**Meeting Date & Time: 8/18/2026**

**Members Attending:** Jason Buckingham, Mary Roarty, Samantha Willey at Speck Nelson

Roofing Projects

- WW complete
- Meadows complete
- RHS A-Wing roof installed, metal work remaining
- RMS Lower Gym, complete

- RHS Stadium progress
  Temporary sinks installed for occupancy
  Lights, restrooms and concession stand are all functional
  Security gates and cameras yet to be installed
  Video Board status
  ME counseling office work is complete
  Concrete work remains at RHS

**Meeting Date & Time: 7/21/2026 VIA Zoom**

**Members Attending:** Jason Buckingham, Mary Roarty, Samantha Willey

Roofing Projects

- WW 95% complete
- Meadows 95% complete
- RHS A-Wing 80% complete
- RMS Lower Gym, 95% complete

RHS Branding  pictures
RHS Video Board on order
MB Playground work
VMAC retaining wall
    Meeting on Thursday to work through our options
RHS Stadium progress
    Drywall work is complete
    Concrete work is complete
    Finish work on plumbing and electrical is ongoing
    Bleacher work

Gym Floor Progress
    KW complete
    SY complete
    BL punch list
    ME complete
    WW starting 7/21,

**Meeting Date & Time: 6/16/2026  VIA Zoom**

**Members Attending:**  Jason Buckingham, Mary Roarty, Samantha Willey

Roofing Projects
- WW 25% complete
- Meadows 33% complete
- RHS just starting A-Wing
- RMS Mobilizing and starting at the end of this week

RHS Branding  pictures
MB Playground work
VMAC retaining wall
    Meeting on Thursday to work through our options
RHS Stadium progress
    Framing nearly complete, roof goes on soon
    Lights are installed
    New location for the donor wall
Concrete repairs
    WW
    MB
    RHS

Gym Floor Progress

KW complete
SY awaiting test results
BL in progress
ME nearly complete
WW starts next week.

**Meeting Date & Time: 5/19/2026 RHS**

**Members Attending:** Jason Buckingham, Mary Roarty, Samantha Willey

Phase II timeline
Expenditure tracker $12.8M left as of 5/18/26

- Bleachers are being installed
- Block work is progressing
- Timeline for elementary gym floors
  - Abatement BL 5/26 SY 6/8 WW 6/22
  - Demo KW 5/22 ME 5/27
  - Install KW 5/27, ME 6/8, BL 6/18, SY 6/30, WW 7/10
  - Little Rams to move 6/22 from WW to MB
- Window safety film bids update pricing the other 6 buildings
- RHS Theater work scheduling sound and lighting updates starts in June
- Gym Scoreboard, Daktronics
- MB gym floor work scheduled after Memorial Day
- KW front desk and dishwasher
- Roofing projects are scheduled to begin after Memorial Day.
  - ME start June 1
  - WW start June 1, materials on May 25
  - RHS A-Wing June 11
  - RMS Lower Gym and Weight Room June 15th

**Meeting Date & Time: 4/21/2026 via Zoom**

**Members Attending:** Jason Buckingham, Mary Roarty, Samantha Willey

Phase II timeline
Expenditure tracker $13.6M left as of 4/10/26

- Stadium pictures
- Concrete under the new grandstand has been poured, decorative block has been delivered
- Timeline for elementary gym floors
  - Abatement BL 5/26 SY 6/8 WW 6/22
  - Demo KW 5/22 ME 5/27
  - Install KW 5/27, ME 6/8, BL 6/18, SY 6/30, WW 7/10
  - Little Rams to move 6/22 from WW to MB
- Window safety film bids
- RHS Theater work scheduling sound and lighting updates
- Gym Scoreboard

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

**Members Attending:** Jason Buckingham, Mary Roarty, Samantha Willey

Expenditure Tracker

Phase II scope of project

Review Bond Update

Stadium and Pool Pack tour

Redesign of entryway at the stadium/fundraiser

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

**Members Attending:** Jason Buckingham, Mary Roarty, Samantha Willey

Expenditure Tracker

Phase II scope of project

Pictures of stadium and Central Office

Timeline and next steps

Hillcrest Landing, 400 unit Apt.

Ponca and plans for 86th Parkway

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

**Members Attending:** Jason Buckingham, Mary Roarty, Robin Richards

Expenditure Tracker
Phase II scope of project and bid results
Timeline and next steps

**Meeting Date & Time: 10/28/2025**

**Members Attending:** Jason Buckingham, Mary Roarty, Robin Richards

Expenditure Tracker
Phase II timeline
Speck Nelson pictures
Roofing projects update

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

**Members Attending:** Jason Buckingham, Mary Roarty, Robin Richards

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

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

**Members Attending:** Jason Buckingham, Mary Roarty, Robin Richards

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

**Subcommittee:** Building and Grounds

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

**Members Attending:** Jason Buckingham, Mary Roarty, Robin Richards

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

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

**Members Attending:** Jason Buckingham, Mary Roarty, Robin Richards

Expenditure Tracker
On site tour RHS
Gym, Wt. room, Blinds (June 21) Restrooms
Parking lot plan
Gym, media center,art rooms, shops
Tennis Court Grant $48.5K
RMS Upper parking and low voltage wiring cameras, interactive audio, alarm system and intercom
Phase II plans WW, KW, BL, SY and MB

**Subcommittee:** Building and Grounds

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

**Members Attending:** Jason Buckingham, Mary Roarty, Robin Richards

Expenditure Tracker
Rise Location

On site tour

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

- RMS
    - Upper gym ceiling has been insulated
    - Lower gym has been painted both ceiling and walls
- WW
    - Roof replacement is ongoing

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

**Members Attending:** Jason Buckingham, Mary Roarty, Robin Richards

Expenditure Tracker
Possibly Rise Location

- RHS
    - Parking lot demoed north ⅓
    - Day care and classroom update
    - Basketball hoops $85,000 bid
    - Bond Tracker
    - Current bond fund status
- RMS
    - Gearing up for summer projects, parking lot low voltage, finish paint and lights in the gyms.

- SY, WW, BL, KW
    - Pre-construction meeting held with KE Flex to begin summer projects at each site.
- MB
    - Finalizing driveway project at MB

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

**Members Attending:** Jason Buckingham, Mary Roarty, Carrie Hough

- RHS
    - Parking lot (north 1/3 spring break 2025, mobilize March 10)
    - Basketball hoops $85,000 bid
    - Bond Tracker
    - Current bond fund status $32,142,602 as of 12/31/24

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

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

**Subcommittee:** Building and Grounds

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

**Members Attending:** Jason Buckingham, Mary Roarty, Carrie Hough

- RHS
    - Phasing plan

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

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

**Members Attending:** Jason Buckingham Carrie Hough

- SY Tour
  - Address work completed and work remaining between now and Christmas
  - SY move dates and plan
- Bond Tracker
- RHS
  - subcontractor bidding is now open
- RMS update
  - Cooling tower footings
  - Fire alarm system
- MB
  - Paint, gym floor and kitchen equipment issues
- WW, ME, BL
  - Punch list items set for 10/14 and 10/15

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

**Members Attending:** Jason Buckingham, Carrie Hough, Mary Roarty

- KW tour
  - Flooring substantially complete
  - Heat exchanger issue
- SY (Sept. 26-28 for moving date)
  - Lighting is installed in nearly all classrooms
  - Flooring in classrooms is mostly installed, some hallway, office and library work to complete
  - Parking lot is repaired, going to work on site concrete this week
  - Majority of casework is installed
  - Paint finished 1st week of Sept.
  - Canopy framing is nearly complete

- RMS
    - Continuing to work on technology, specifically security and door access systems
    - Flooring is complete,
    - Fire alarm wiring work is continuing during plan periods
- MB
    - Punch list items
    - Gym floor
- BL
    - HVAC issues with programming and software updates, ongoing
-

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

**Members Attending:** Jason Buckingham, Carrie Hough, Mary Roarty

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

**Subcommittee:** Building and Grounds

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

**Members Attending:** Jason Buckingham, Carrie Hough, Mary Roarty

- MB tour new building/demolition
- Bond Expenditure Tracking
- Tracking projects
    - SY
        - Roofing
        - Remodel
    - RMS
        - flooring/lighting/painting/front entry
    - RHS
        - Parking lot
    - MB
        - Demo
        - Finishing flooring/interior
    - BL
        - Driveway
        - Move 7/1 and 7/2
    - KW
        - Roofing
        - Flooring

**Subcommittee:** Building and Grounds

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

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

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

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

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

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

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

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

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

**Subcommittee:** Building and Grounds

**Meeting Date & Time:** September 15, 2023

**Members Attending:** Jason Buckingham, Carrie Hough, Mary Roarty

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

**Meeting Date & Time:** August 23, 2023

**Members Attending:** Jason Buckingham, Carrie Hough, Mary Roarty

- Field trip to BA/SB complex and WW or KW

- BL
    - Work continues on finalizing plans for January
    - Subcontractor contracts have been turned in
- Meadows
    - Settled in, door cores are one of the last items
    - Alarm systems are installed and operating
- MB
    - More walls are up and in place, decking work is taking place on several portions of the building
    - Hollow core is installed for the tornado shelter
- KW
    - A/C is working!  Humidity levels have been much improved
- RMS
    - Work is started again on replacing some of the old units, this includes units in non-instructional areas such as the locker rooms and boiler rooms
- SY and RMS
    - Work is continuing on planning and scope identification for the two projects
- MOVING Discussion for WW and BL
- BOE resolution Adler Field

**Meeting Date & Time:** July 21,  2023

**Members Attending:**  Jason Buckingham, Carrie Hough, Mary Roarty

**July 21, 2023**

- Meadows
    - Work continuing on interior finishes
        - Hallway tile
        - Boxlights
        - Lighting
        - Ceiling pads
        - Painting
    - Driveway pour is complete, parking lot work continuing
    - Move in set for July 24-26
    - Onsite tour given on 7/21 for Meadows staff
- WW
    - Demolition near complete
    - West half of driveway to be demoed and repoured before August 10
- MB

    - More walls have been erected,
    - Utility work complete, 93rd N. bound is reopened. Two pours left on S. bound 93rd
- KW
    - HVAC units are mostly up and running,
    - Custodians have been onsite this week working on cleaning classrooms
    - Fire sprinkler system nearly complete
    - Work continuing on repouring front drive and exit from the parking lot
- RMS
    - HVAC units are in varying degrees of installation and completion. Much work needs to be done to get the building up to 100% climate controlled by 8/10, several crews including plumbers, electricians and tinners are on site working on installation,
    - Building is currently comfortable, and gets somewhat more cool with each new unit installed.
- RHS
    - Softball field turf is due to be installed in August.
    - Back driveway has been mostly poured, more work to come on the approach and the parking stalls
    - Field should be accessible for play, but the surrounding areas around the RR/Concession stand/Pressbox may not be ready for opening, this
    - may require the season starting at Crown/Wager until the site is safe enough for players and fans.
- Misc
    - CM@R selection process should be completed by 7/24, finalists are Weitz and Boyd Jones
    - 2nd Tranche of bonds are sold, we came out pretty good as there was a bidding war on some of our bonds. Interest rates are higher, but are much lower than we estimated at the outset of the project.

**Subcommittee:** Building and Grounds

**Meeting Date & Time:** June 2, 2023

**Members Attending:** Jason Buckingham, Carrie Hough, Mary Roarty

**Agenda:**

I. ME

A. Overhead electrical
B. 3M glass film
C. Water main for fire sprinkler system
D. Drywall taping and mudding Phase 5
E. Ceiling grids

II. MB
A. More panels on the ground to be lifted. 30 completed by next week
B. Underground utility work on 93rd st. limited closures throughout June

III. KW
A. Change orders aplenty, drywall removal and reinstall,
B. Vandalism
C. HVAC work progressing

IV. RMS
A. HVAC work progressing, many hallway units are installed, hoping to have limited cooling in some locations by July 4
B. Boiler room nearly complete

V. WW
A. Move completed, demolition has started, installation of some new ductwork has been completed
B. Contractor Trailer onsite.
C. Asbestos removal is complete

VI. BL
A. GMP received from Weitz, bid is right on budget, contingency fund is healthy, present to BOE June 12

VII. RHS
A. Concession stand to have power today
B. Interior work very near completion
C. Softball field now has a rock base, drainage.

**Subcommittee:** Building and Grounds

**Meeting Date & Time:** April 28, 2023

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

**Agenda:**

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

**Subcommittee:** Building and Grounds

**Meeting Date & Time:** March 23, 2023

**Members Attending:** Jason Buckingham, Mary Roarty, Carrie Hough

**Agenda:**

XI. BA/SB block work is complete, framing work to begin, underground utilities are started
XII. KW timeline for project
XIII. Meadows timeline for completion
XIV. Meadows move and transportation plan
XV. Continued wall construction at MB
XVI. WW plan finalized, critical equipment has been ordered.
XVII. Seymour staff introduced to their project summer 2024

**Subcommittee:** Building and Grounds

**Meeting Date & Time:** February 22, 2023

**Members Attending:** Jason Buckingham, Mary Roarty, Carrie Hough

**Agenda:**

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

**Subcommittee:** Building and Grounds

**Meeting Date & Time:** January 20, 2023

**Members Attending:** Jason Buckingham, Carrie Hough, Mary Roarty

**Agenda:**

XXV. Continued work at MB to dry out/thaw out ground for lower level pour, City of Omaha requiring new sidewalk along the S and E perimeter of MB.
XXVI. HVAC work continues at KW and RMS, control systems
XXVII. Cooling tower demolition completed RMS, work continues in boiler room
XXVIII. Lower gym unit now repaired and online.
XXIX. Pre-bid meeting at WW, very well attended, bids have been submitted and are being tabulated, GMP review 1/23 and 1/26
XXX. Meadows security camera bid opening 1/23
XXXI. KW page turn meeting 1/23

**Subcommittee:** Building and Grounds

**Meeting Date & Time:** December 12, 2022

**Members Attending:** Jason Buckingham, Mary Roarty

**Agenda:**

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

**Subcommittee:** Building and Grounds

**Meeting Date & Time:** November 11, 2022

**Members Attending:** Jason Buckingham, Mary Roarty

**Agenda:**

XLI. BA/SB field work is progressing, trailer and staging areas identified

XLII. Security camera/door access meeting

XLIII. Field trip for 1st graders

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

XLV. KW foundation repair project

XLVI. Meadows bids/moving process

**Subcommittee:** Building and Grounds

**Meeting Date & Time:** October 24, 2022 in person

**Members Attending:** Jason Buckingham, Mary Roarty

**Agenda:**

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

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

XLIX. WCC visit, Food service, health inspector

L. KW Foundation Plan, to start 10/26

LI. WW Design plan

LII. ME flythrough.

**Subcommittee:** Building and Grounds

**Meeting Date & Time:** September 19, 2022 via zoom

**Members Attending:** Jason Buckingham, Mary Roarty

**Agenda:**

LIII. MB project progress

LIV. RMS/KW HVAC update

LV. WCC visit

LVI. KW Foundation Plan

LVII. Meadows Design plan

**Subcommittee:** Building and Grounds

**Meeting Date & Time:** August 23, 2022 via zoom

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

**Agenda:**

LVIII. BA/SB field update

A. Bid opening 8/30

LIX. KW foundation update

LX. RMS/KW HVAC update

LXI. MB construction update

LXII. ME plans

**Subcommittee:** Building and Grounds

**Meeting Date & Time:** Monday, July 22, 2022

**Members Attending:**Mary Roarty, Jason Buckingham

**Agenda:**

LXIII. Mockingbird GMP numbers and budget

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

LXV. RMS/KW HVAC bids

LXVI. Meadows Design and progress

LXVII. RMS AC

**Meeting Date & Time:** Monday, Jun 20, 2022

**Members Attending:**Mary Roarty, Jay Irwin, Jason Buckingham

**Agenda:**

LXVIII. Mockingbird floor plan design-review of finalized floor plan for MB

LXIX. Mockingbird Exterior options-review of existing renderings and requests were made for additional options, which were placed on the BOE agenda for 6/27/22

LXX. Camera and Security plans for MB-The camera and perimeter security plans were discussed and review, including placement and type of individual cameras.

LXXI. Review of Phase II HVAC project for RMS/KW. Timeline was reviewed including information on the process for soliciting bids and the due dates. Currently July 7 is the close date for submitting bids.

**Next Meeting Date & Time:** TBD

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

**Ralston Public Schools**
**Board of Education Regular Meeting**
**Monday, October 12, 2026**

The Ralston Public Schools Board of Education met in open, public session on Monday, October 12, 2026. The 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.

**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, Mr. Jim Frederick, Dr. Sarah Zabrowski-Gates, Mr. Ruben Cano, and Mrs. Jen Pollock. All Board members were in attendance

**Public Comment**
No Public Comment was offered

**Consent Agenda**
Consent agenda items included:

- Minutes from the September 28th meeting
- Bills for the month of September

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

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

**BOARD DEVELOPMENT AND COMMUNICATION**

**Board Comments**
**Mrs. Elizabeth Kumru:**
- Thanked everyone helping the students, families, and staff at Karen Western Elementary.
- Appreciates Mr. Buckingham for his leadership and keeping the Board informed.
- Her story telling classes at Meadows Elementary are going well. Mockingbird Elementary classes start soon.
- Looking forward to Mamma Mia at Ralston High School.

**Mrs. Samantha Willey:**
- Thanked everyone helping the students, families, and staff at Karen Western Elementary.
- Had the opportunity to attend Food Pantry ribbon cutting at RMS.
- Attended Sneakers 4 Students. Went smoothly. Thanked volunteers for the continuation of the program.
- RHS Choir concert was great. Very talented students.

• Ralston High School homecoming game, congrats on the win.

**Mrs. Katie Krause:**
• Parent Teacher conferences were great.
• Wanted to make sure we keep KW families and neighborhood in mind as we move into the winter.
• Seymour Elementary kindergarten park activity was a success. School 4-H Club Rocket launch at 3 pm on 10/26.

**Mrs. Robin Richards:**
• Thanked all the staff at Karen Western and RPS for their flood outreach efforts.

**Ms. Mary Roary:**
• Thanked everyone helping the students, families, and staff at Karen Western Elementary.
• Appreciates Mr. Buckingham for his leadership and keeping the Board informed.

**Mrs. Carrie Hough**:
• Met with Mr. Buckingham on the school board meeting agenda
• Attended the RHS vocal music concert
• Attended NASB Presidents Circle meeting

**Early Graduation Request**
Early graduation request by Jaxine Haluska
Motion to approve made by Ms. Mary Roarty, seconded by Mrs. Samantha Willey

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

**District Financial Report**
Mr. Jason Buckingham presented the financial report for the month of September.

**Government Relations Update**
Mr. Jason Buckingham shared the proposed calendar for the 2027 Legislative session.

**NASB Update**
Mrs. Elizabeth Kumru provided an update on the following events from NASB.
• NASB State Conference to be held on 11/18 through 11/20, CHI Health Center. Mr. Buckingham and others to present on Attendance Initiative.

**Enrollment Update**
Dr. Sara Zabrowski-Gates presented on current enrollment.

**School Improvement Plan Update**
Dr. Sara Zabrowski-Gates, Mr. Jason Buckingham, Mr. Jim Frederick and Mrs. Jen Pollock presented on work continuing or started since the BOE retreat in July.

**Attendance Plan Update**

Mr. Jason Buckingham presented on the end of 1st quarter attendance results. The elementary buildings are all showing positive signs of increasing ADA and decreasing chronic absenteeism.

**Bond Project Update**
Mr. Jason Buckingham presented on the status of current bond projects and finances.

**Negotiations Process**
Mr. Jason Buckingham outlined for the BOE the process and timeline associated with negotiating the certified employee contract.

**Board Action Items**

**School Van Replacement**
Mrs. Liz Kumru motioned to approve the purchase of a van as presented. The motion was seconded by Mrs. Katie Krause.

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

**Approval of numbering change for Negotiations Goals and Objectives from #4063 to #4068**
Mrs. Katie Krause motioned to approve the change in policy numbering for Negotiation Goals and Objectives. The motion was seconded by Mrs. Samantha Willey.

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

**Approval of Policy 4063 Extended Duty and Extended Contracts**
Mrs. Liz Kumru motioned to adopt Policy 4063. The motion was seconded by Mrs. Katie Krause.

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

**Approval of Policy 2015 Student Member of the Board**
Ms. Mary Roarty motioned to adopt changes to Policy 2015. The motion was seconded by Mrs. Liz Kumru.

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

**Approval of CLSD contract with The New Teacher Project (TNTP)**
Mrs. Katie Krause motioned to approve the contract with TNTP using funds from the CLSD grant. The motion was seconded by Mrs. Liz Kumru

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

**Policy Review**
The Board and Administration reviewed proposed policies.

4025 Superintendent
6008 Class Rank
3038 Certification Fees
3050 Technology

**Adjournment**
The Board voted to adjourn the meeting at 7:50 pm with a motion made by Mrs. Liz Kumru and a second by Mrs. Katie Krause.

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

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

_____
Mrs. Carrie Hough, President

_____
Mrs. Elizabeth Kumru, Secretary

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 | 10.23.26 | |
|---|---|---|---|---|
| | | | | |

October 23, 2026
In attendance: Sara, Megan, Jen, Katie, Robin, Jason Fink

- Mr. Fink-Technology discussion
  - Review of K-2 technology survey
  - Filtering options for devices
  - Working with Jim to communicate results and how we are engaging students in technology
    - Suggestions for limiting time at home
  - District wide survey, beyond K-2
    - Survey students, parents, and teachers
  - Digital Citizenship
    - How are we following up with teachers, students, and families.
    - Sara will follow up with Jason about Digital Citizenship opportunities for all
  - Technology Moving Forward:
    - Current Cycle: K-2 iPads; 3-12 Chromebooks (4 different devices if they start in kindergarten through 12th grade)
    - New Apple device coming out, the Neyo, a laptop. We've bought a couple in the district to allow for students and teachers to check out.
    - Would look at doing AppleCare, or something similar, to help support fixing the machines.
    - K-4 would move to iPad, 3-4 would get a keyboard, 5-12 would move to Neyo. (3 devices if they start in kindergarten through 12th grade)

***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.

        - We would keep the Neyos when they graduate
        - Staff: Could stay with MacBook Air, or they could get a Neyo and an iPad
- Mrs. Pollock-Buffett Annual Report
    - BECI Summary & Report
    - We are learning great things to possibly replicate at other buildings
    - Initial Readiness Survey for Meadows; using those results to expand that survey at a district level.
- Initial discussion around student Board member
- PD Feedback
    - Para feedback; more targeted sessions based on their role
- PD Attendance
- October 12th:
  BL: 88%, KW 84%, ME 80%, MB 89%, RHS 90%, RMS 95%, SY 90% WW 84%
- Next Meeting: November

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

***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.

- Buffett Early Childhood Data-Jen
- Fink and Technology

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

% Proficient Language Arts

| Year<br>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 |

| Year<br>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 |

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 |

***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.

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# Board of Education Legislative Goals
# 2025/2026
## Ralston Public Schools Non-negotiables

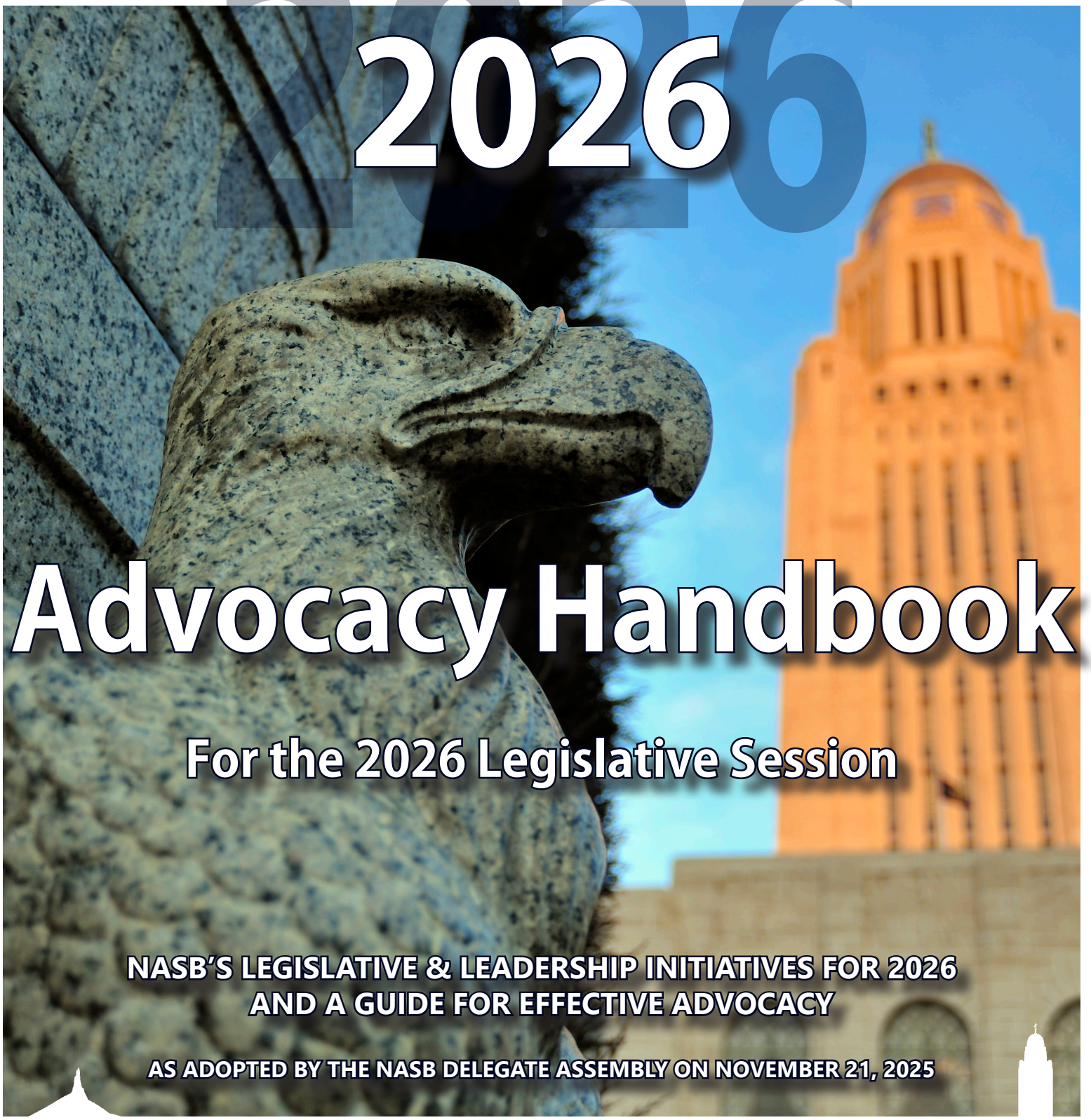
- **RPS will continue to cultivate a systems thinking approach to all school programs, business, and operations.**
- **RPS will continue to provide the needed resources that support the defined Board of Education strategic priorities.**
- **With a focus on equity, RPS will continue to refine and grow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

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## WHAT NASB CAN DO FOR YOU?

We can assist you in preparing testimony, talking points, emails, or Op-Eds; facilitate Senator introductions and meetings in your district or the Capitol; feature your district visits with Senators; brief your board at a meeting in your community; and more ... Just ASK! Interested in becoming more engaged in the legislative process? Whether it is from home, or in Lincoln, scan here to let us help you share your story, and advocate for public education in Nebraska as bills, topics, and issues arise.

## YOUR NASB LEGISLATIVE TEAM



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## CALENDAR & RESOURCES

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

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

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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)

**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

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## 109TH LEGISLATURE, 2ND SESSION

**S-87 — Constitutional Rights & Responsibilities** - NASB, and school board members, fully supports the U.S. Constitution and the rights and responsibilities embodied within it. NASB therefore supports education and behavior that teaches and models expression of these rights and responsibilities. (2009, amended 2015)

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

**S-89 — Educational Service Units** - NASB supports Educational Service Units as an effective and efficient means to provide educational services to local school districts. ESUs should be responsible to the local school boards they serve. (1997)

**S-90 — Guiding the P-16 Effort: 21st Century Skills** - NASB urges state and local policymakers to forge a new working relationship in redesigning Nebraska's public education system for the 21st century, with a focus on improving student achievement and holding each level of the system accountable, from preschool through post-secondary education or training, in a manner that:

- Promotes multi-level communication and interaction between all P-16 partners to enhance student academic success;
- Offers all students a rigorous developmentally-appropriate curriculum designed to opportunities and choice, regardless of the post-secondary path they choose;
- Engages the assets of the full community;
- Utilizes data and technology to individualize education for students and to incorporate new learning into the design;
- Closes the achievement gap by focusing on quality teaching and learning opportunities;
- Implements standards-based education fully in a seamless curriculum, so one level of the system builds on the next and the end result is known and understood from the beginning;
- Provides sufficient resources that are adequate and sustainable at every level of the system to meet the challenge, resisting unfunded or underfunded mandates; and
- Preserves the ability of local school boards and their communities to address local needs and challenges in a flexible manner using a variety of options. (2009, amended 2016)

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

**S-92 — Local Control for Public PK-12 Schools** - NASB believes public PK-12 systems should be organized to serve communities throughout Nebraska without arbitrary size limits or a single model, which would not fit our state's varied communities. NASB opposes legislating arbitrary size limits and will work to remedy such limits currently in statute. (2006, amended 2013)

**S-93 — Local District Advocacy** - NASB supports the right and obligation of local school districts to advocate for legislative action that impacts their individual interests. (1996)

**S-94 — NDE Authority** - NASB opposes attempts by the legislature to preempt the statutory authority of the Nebraska State Board of Education to be the policy-forming, planning and evaluative body for Nebraska schools. (2017)

**S-95 — Nonpublic Schools Standards** - NASB believes that nonpublic schools should have the same state standards as the public schools, including school approval, accreditation, teacher certification and endorsement, and safety standards. (prior to 1995)

**S-96 — Policy Leadership & Vision on the Future of Nebraska's PK-12 Schools** - NASB supports efforts to bring policy makers of the executive and legislative branches, educators, school boards, learning community coordinating councils, and ESU boards, and citizens together to determine the best course for the future delivery of PK-12 education to the students of the state. NASB boards emphasize increasing student achievement through governance structures that are clear, efficient, and controlled by the local district. (2003, amended 2008, 2010, 2013)

**S-97 — Voting Higher Than a Simple Majority** - The NASB firmly opposes any legislation that mandates a voting threshold higher than a simple majority for passing any issue presented to voters by a school district or ESU. We believe that requiring anything more than a majority vote undermines the democratic process and places undue barriers on the ability of school districts or ESUs to address critical needs and make decisions that reflect the will of the community. (2024)

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**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

# TENTATIVE* 2027 Legislative Session

## January

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

## February

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

## March

| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|---|---|---|---|---|---|---|
| | 1<br>DAY 36 | 2<br>DAY 37 | 3<br>DAY 38 | 4<br>DAY 39 | 5<br>DAY 40 | 6 |
| 7 | 8<br>DAY 41 | 9<br>DAY 42 | 10<br>DAY 43 | 11<br>DAY 44 | 12<br>RECESS | 13 |
| 14 | 15<br>RECESS | 16<br>DAY 45 | 17<br>DAY 46 | 18<br>DAY 47 | 19<br>DAY 48 | 20 |
| 21 | 22<br>DAY 49 | 23<br>DAY 50 | 24<br>DAY 51 | 25<br>DAY 52 | 26<br>RECESS | 27 |
| 28 | 29<br>RECESS | 30<br>DAY 53 | 31<br>DAY 54 | | | |

## April

| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|---|---|---|---|---|---|---|
| | | | | 1<br>DAY 55 | 2<br>DAY 56 | 3 |
| 4 | 5<br>DAY 57 | 6<br>DAY 58 | 7<br>DAY 59 | 8<br>DAY 60 | 9<br>RECESS | 10 |
| 11 | 12<br>RECESS | 13<br>DAY 61 | 14<br>DAY 62 | 15<br>DAY 63 | 16<br>DAY 64 | 17 |
| 18 | 19<br>DAY 65 | 20<br>DAY 66 | 21<br>DAY 67 | 22<br>DAY 68 | 23<br>RECESS | 24 |
| 25 | 26<br>DAY 69 | 27<br>DAY 70 | 28<br>DAY 71 | 29<br>DAY 72 | 30<br>HOLIDAY | |

## May

| Sun | Mon | Tues | Wed | Thur | Fri | Sat |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3<br>DAY 73 | 4<br>DAY 74 | 5<br>DAY 75 | 6<br>DAY 76 | 7<br>RECESS | 8 |
| 9 | 10<br>RECESS | 11<br>DAY 77 | 12<br>DAY 78 | 13<br>DAY 79 | 14<br>DAY 80 | 15 |
| 16 | 17<br>DAY 81 | 18<br>DAY 82 | 19<br>DAY 83 | 20<br>DAY 84 | 21<br>RECESS | 22 |
| 23 | 24<br>DAY 85 | 25<br>DAY 86 | 26<br>DAY 87 | 27<br>DAY 88 | 28<br>DAY 89 | 29 |
| 30 | 31<br>HOLIDAY | | | | | |

## June

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

### Legislative Recess Days

February 12
March 12, 15, 26, 29
April 9, 12, 23
May 7, 10, 21
June 1, 2, 3

### Federal & State Holidays

January 18 – Martin Luther King Jr. Day
February 15 – Presidents' Day
April 30 – Arbor Day
May 31 – Memorial Day

*The speaker elected on Jan. 6, 2027, will publish the official session calendar.

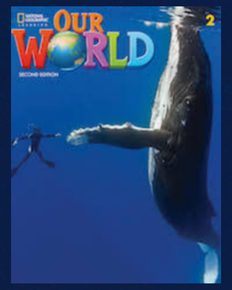
# ENGLISH LANGUAGE PROGRAM

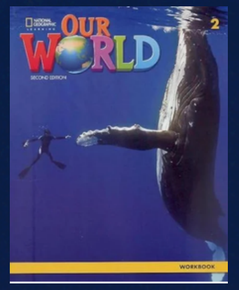
## BOARD OF EDUCATION PRESENTATION

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# CURRICULUM COMPONENTS

- Seven levels for learners, from Starter through level six
- Balanced instruction in listening, speaking, reading, and writing
- Cross-curricular, real-world content supported by National Geographic photography and themes



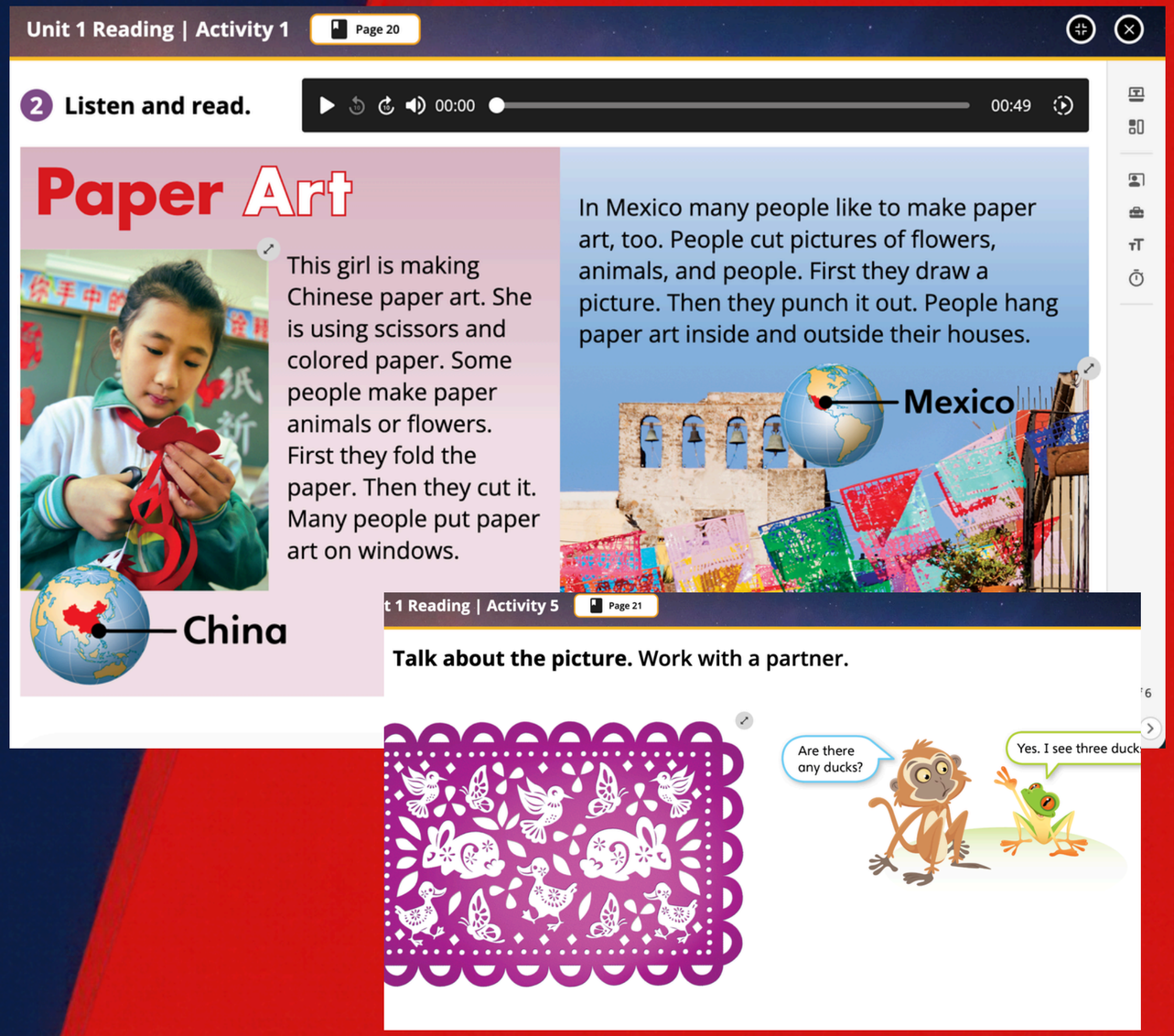






# CURRICULUM COMPONENTS

- Digital learning and teacher resources through the Spark platform
- A focus on communication, global awareness, and student engagement



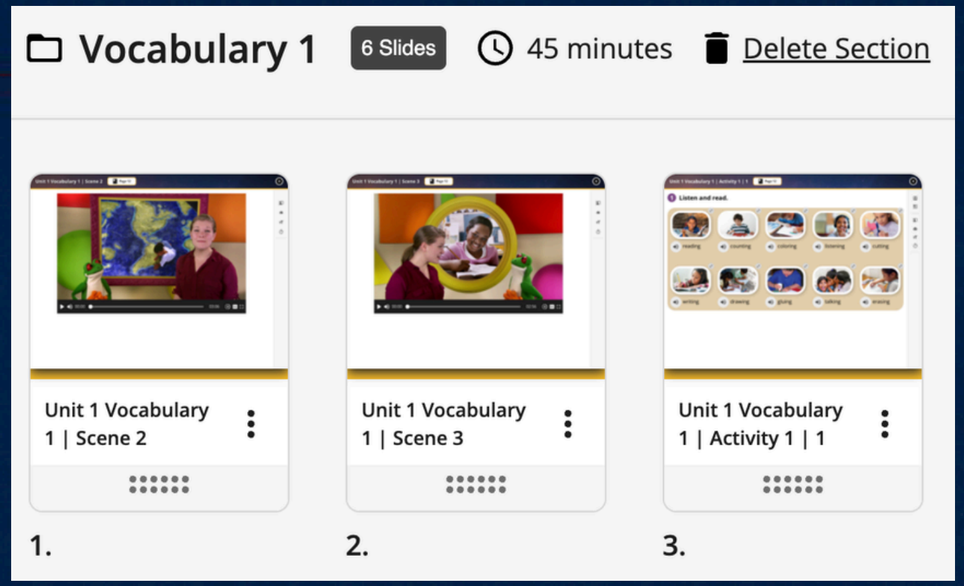
- Each unit covers everyday vocabulary and grammar usage, reading and writing, and songs for extra engagement.
- Students are held to high expectations as they learn to apply new language learning in all four domains of language.

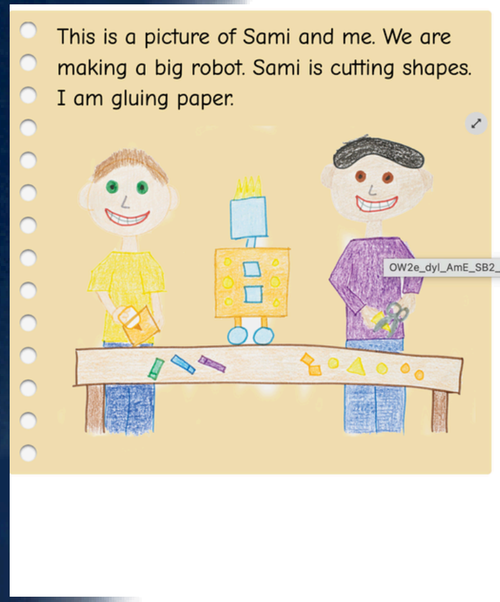
**Present progressive, first person plural**

| Question | | | | Answer | | | |
|---|---|---|---|---|---|---|---|
| What | are | you | doing? | We**’re** | **reading.** | | *we’re = we are* |
| | | | | | **cutting** | yellow paper. | |
| | | | | | **erasing** | the board. | |

Use *we’re* verb + *-ing* for actions happening now.

Note that *you* can be used for one person or many people.




**2 Write.** Draw a picture of you and a friend. Answer the questions.

1. Who is in the picture?
2. What are you making?
3. What are you doing?

**Write your answers together as a paragraph.**

# Our World and CKLA

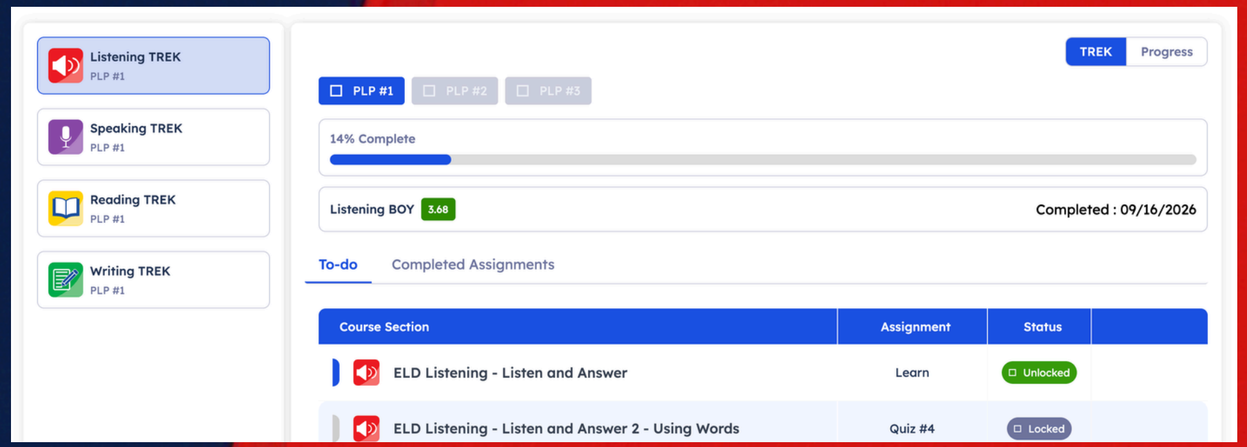
- The Our World  and CKLA serve different core instructional roles, but they complement each other when used together.
- Both programs move away from isolated skill drills and build literacy through content-rich, real-world subject matter.
- Our World provides the functional language scaffolds EL students need to access and discuss the complex academic topics in CKLA.

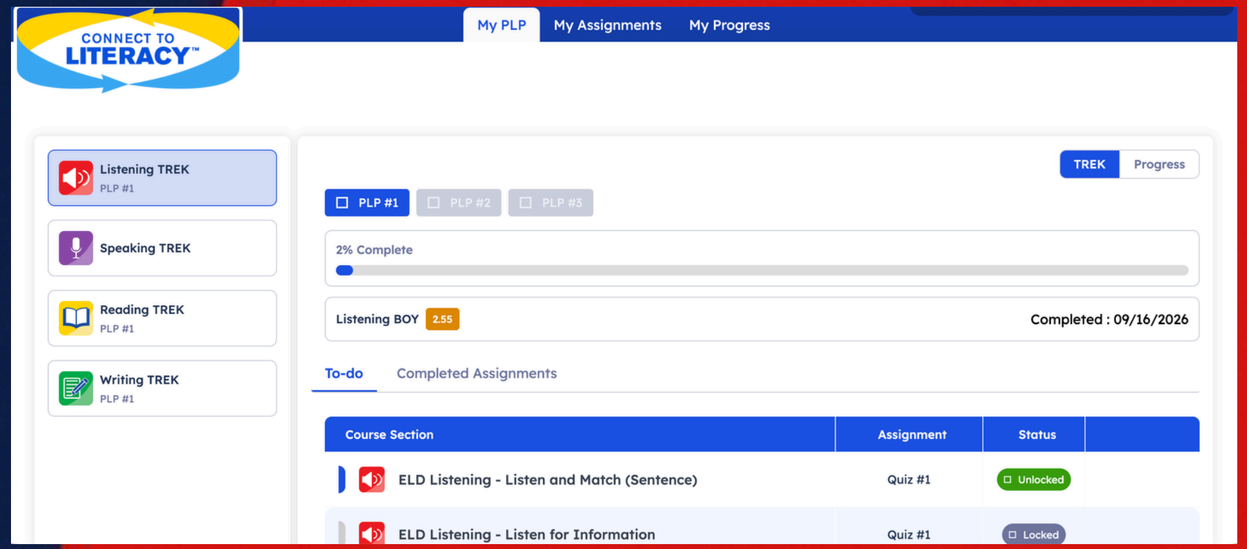
# NEW AT RHS: SUMMIT K12



# SUMMMIT K12: OVERVIEW

- Online learning platform
- Provides assessments and learning in all 4 language acquistion domains - speaking, listening, reading, and writing
- Individualized and self-directed learning
- Very similar to ELPA



# SUMMMIT K12: IMPLEMENTATION

Currently:

- 2nd Period English Language Development
- 20-25 minutes 1-2 class period a week
- Prioritizing Reading and Writing
- Trying to incentivize work outside of classtime

Ponderings:

- Best way to implement to get results
- How to teach students independent learning
- Time investment
- What impact will it have?

# THANK YOU

# QUESTIONS?

# RALSTON HIGH-ABILITY LEARNING (HAL)

# Our Team

**Brittnie Abler**

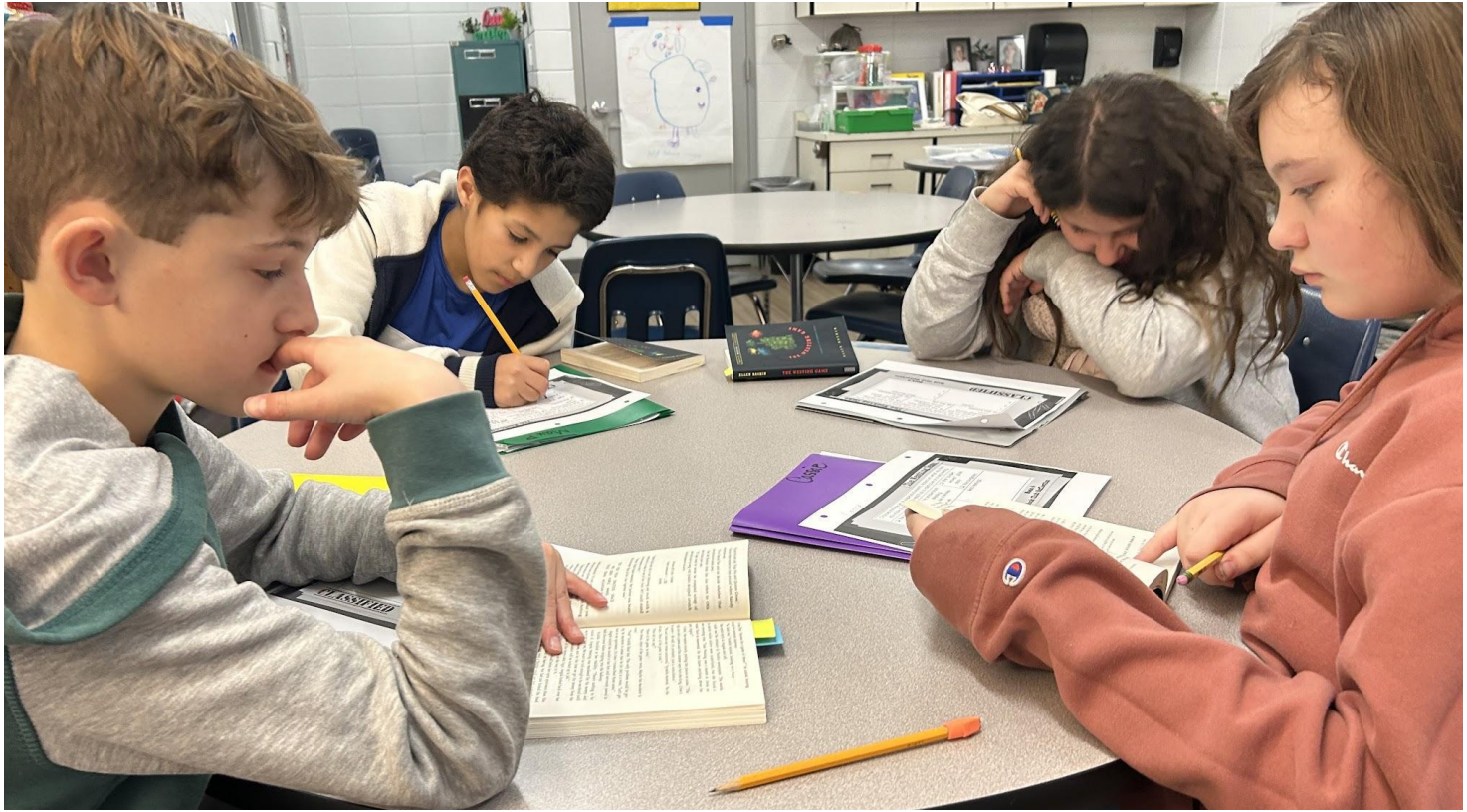
- ➔ Blumfield
- ➔ Karen Western
- ➔ Meadows

**Kali Allen**

- ➔ Mockingbird
- ➔ Seymour

**Christine Redemske**

- ➔ Wildewood
- ➔ Ralston Middle School



# Elementary HAL

# Identification for HAL

## → Multi-Avenue System

### Cognitive Abilities Test (CogAT)

- ➔ 3rd grade
- ➔ Online test
- ➔ Verbal, Quantitative, Non-verbal sections

### Achievement Scores

- ➔ Fastbridge or MAP
- ➔ National Percentiles (90th and above)

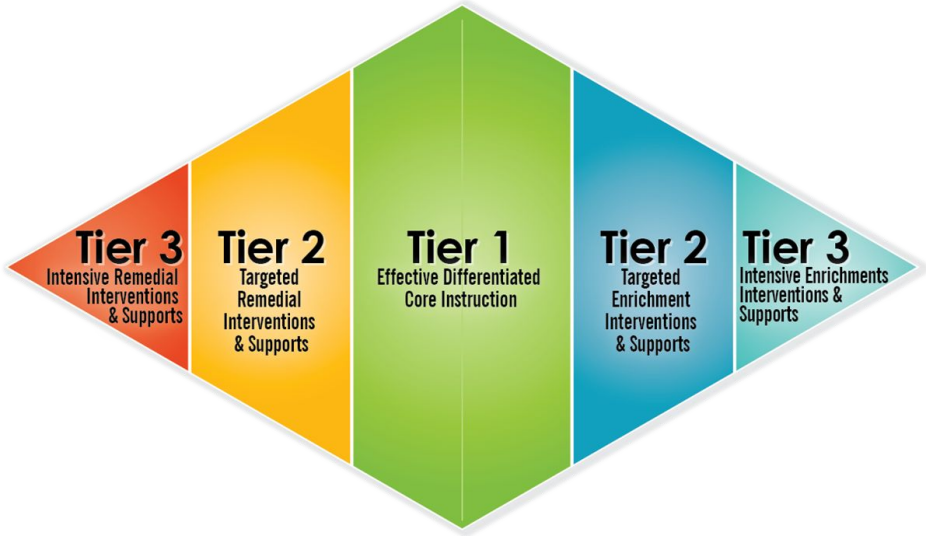
### Portfolio Review

- ➔ Teacher or parent recommendation
- ➔ Scores, rating scales, classroom work
- ➔ HAL Team decision

→ ***Math, Language Arts, &/or Visual Spatial Qualifications***

# Our Vision

- ➔ Enhance & enrich the academic needs of gifted students.
- ➔ Develop students' creativity & higher order thinking skills.
- ➔ Support the unique social emotional needs of gifted students.



# Tiers of Support

**Extension:** Stretching the learning within the content area

| Tier 1: Differentiated Core (in the general education classroom) | | |
|---|---|---|
| Grouping | Instructional Strategies | Differentiation (Content, Process, Product) |
| • Cluster grouping for classes (grades 3-6)<br>• Flexible skill grouping for extension through WIN time (includes students in HAL programming and non-identified) | • Problem Based Learning<br>• Questioning Techniques<br>• Increased/Enhancement of Engagement Strategy Use<br>• Adding depth and complexity to new learning | • Pre-Assessment<br>• Choice Menu Work<br>• Extensions: *Instead of*, not in addition to<br>• Most difficult first - showing mastery and then extending<br>• Mini-lessons<br>• Tiered Assignment Design<br>• Navigating increased pacing and accelerating learning |

**RPS HAL Program Overview 2023**

**Enrichment:** Presenting the content with more depth, breadth, & complexity

| Tier 2 - Specialized Services (pull out services) | | |
|---|---|---|
| Grouping | Instructional Strategies | Supplemental Enhancements |
| • Short term enrichment groups when possible | • Acceleration: 1 subject, 1 year<br>• Compacting<br>• Real Audiences<br>• Mentorships<br>• Project-based learning (PBL) | • Competitions/Contests<br>• Clubs<br>• Summer Enrichment Classes |

| Tier 3 - Acceleration |
|---|
| • Personalized Education Plan<br>• Whole Grade Acceleration<br>• Radical Acceleration: 1 subject, 2+ years |

**Acceleration:** Presenting curriculum earlier or at a faster pace

# Pre-Algebra at RMS

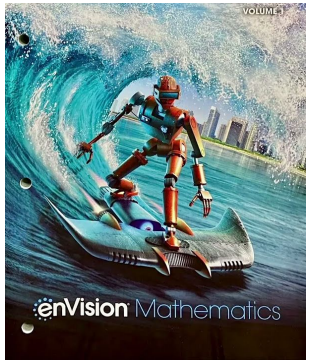
**Tier 3 - Acceleration**

- ➔ Whole Grade Acceleration
- ➔ Radical Acceleration: 1 subject, 2+ years
- ➔ Personalized Education Plan

**Qualification**

**Achievement Scores, Algebra Aptitude Test, Teacher Recommendation, Family Agreement**

- ★ Sixth through eighth grade math curriculum
- ★ Radical acceleration - not for all HAL students




**Accelerated Grade 7 Curriculum**

# HAL Classes

| Tier 2 - Specialized Services (HAL Classes) | | |
|---|---|---|
| Grouping | Instructional Strategies | Supplemental Enhancements |
| • Short term enrichment groups | • Acceleration: 1 subject, 1 year<br>• Compacting<br>• Mentorships<br>• Project-based learning (PBL) | • Competitions & Contests<br>• Clubs<br>• Summer Enrichment Classes |

# 5th and 6th grade

## Project-Based Learning

- ★ All identified HAL students
- ★ Quarter 1: Giftedness Unit
- ★ Quarters 2-4: PBL Unit(s)
  - ○ Student driven
  - ○ Cross-curricular with a focus on creativity & critical thinking

## Math *(math/quantitative identified students + enrichment students)*

- ★ Identified Math students + high performing students
- ★ Problem solving strategies through story problems
- ★ Math Projects
- ★ Fermi Math (estimation and logical thinking)
- ★ Beast Academy puzzles (Critical thinking and problem solving)

# 5th and 6th grade

**Language Arts** *(reading/verbal identified students + enrichment students)*

- ★ New novels each year
  - ○ Comprehension, fluency, vocabulary, questioning
- ★ Depth & Complexity in literature - semester 1
- ★ Writing & HAL Battle of the Books Contest - semester 2
- ★ Individualized reading plans & projects

**Visual Spatial** *(non-verbal identified students)*

- ★ Visual Spatial identification (CogAT)
- ★ Can be combined with Math or a stand alone group
- ★ Attribute Blocks, Blokus, Pentominoes, Chess, etc.
- ★ Visual problem-solving promotes perseverance

# 4th grade

## Math Problem-Solving

*(math/quantitative identified students + enrichment students)*

- ★ Zaccaro Challenge Math Curriculum
- ★ Problem-Solving Skills with advanced topics
- ★ Student work continues in WIN time

## Language Arts *(reading/verbal identified students + enrichment students)*

- ★ Styx Malone & Hello Universe from CKLA (for gifted students)
- ★ Introduction to Depth & Complexity in novel reading
  - ○ Comprehension, fluency, vocabulary, questioning

## Visual Spatial *(non-verbal identified students)*

- ★ Attribute Blocks, Blokus, Pentominoes, Chess, etc.
- ★ Sometimes combined with 5th and 6th graders

# 3rd grade

**Primary Education Thinking Skills** *(ALL identified students)*

- ★ PETS Curriculum Level 3
- ★ Develops higher-level thinking skills
- ★ Types of thinking:
  - Convergent
  - Divergent
  - Visual
  - Evaluative

- ★ Levels K-2 can also be used for primary enrichment when time/scheduling allows

# Classroom Work

**Tier 1: Differentiated Core (in the general education classroom)**

- **Frequent communication with classroom teachers**
- **Weekly strategies and resources to classroom teachers**
- **Professional Learning Teams**
- **Weekly Newsletters**
- **Meetings with Grade Level Teams**
- **Push-in activities as schedules allow**

| Grouping | Instructional Strategies | Differentiation (Content, Process, Product) |
|---|---|---|
| • Cluster grouping for classes (grades 3-6)<br>• Flexible skill grouping for enrichment students | • Problem Based Learning<br>• Questioning Techniques<br>• Increased/Enhancement of Engagement Strategy Use<br>• Adding depth and complexity to new learning | • Pre-Assessment<br>• Choice Menu Work<br>• Extensions: *Instead of,* not in addition to<br>• Most difficult first - showing mastery and then extending<br>• Mini-lessons<br>• Tiered Assignment Design<br>• Navigating increased pacing and accelerating learning |

# Thoughtful Thursday

Weekly strategies and resources for certified staff—designed to support all educators, beyond just classroom teachers of HAL students.

## THOUGHTFUL THURSDAY

Sept 10
2026

**Scaffold Move**: Don't stop at your first answer. Give me three answers. We won't evaluate them until all three are on the table.

**Many classrooms naturally stop with the first correct answer.** This strategy rewards the thinking that comes **after** it.

When students reach a correct answer quickly, don't change the workload. Change the thinking.

Correct answers tell us what students know. Third answers often reveal how they think.



Click on the image for the article!

Most students stop once they find a reasonable answer. The Third Answer asks them to continue before evaluating. The first response is often obvious, and the second is usually familiar. By the **third possibility, students are more likely to question an assumption, make an unexpected connection, or notice an idea they initially overlooked**. That is often where the richest thinking begins.





# PROJECT BASED LEARNING

# THEMES

**2026-27: The Legacy of Learning**

**2025-26: The Mystery of Learning**

**2024-25: Everyday Superheroes**

**2023-24: Magic of Learning**

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# Mystery of Learning



## Mini-Units:



**Coding with Finch Robots** (RSF grant)

**Forensic Science** (Fingerprints, Handwriting Analysis, Insects)

**Breakout Boxes** (Codes & Ciphers)

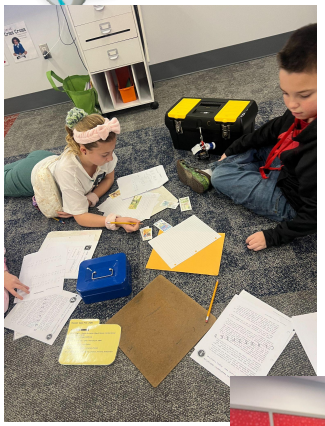


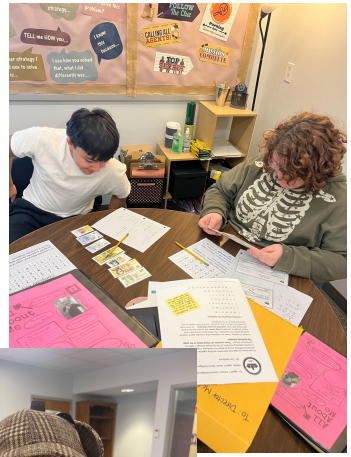




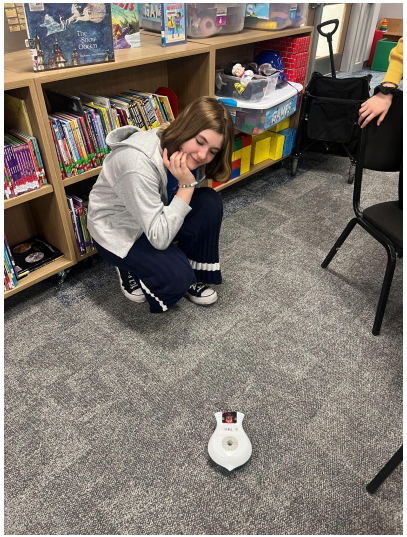

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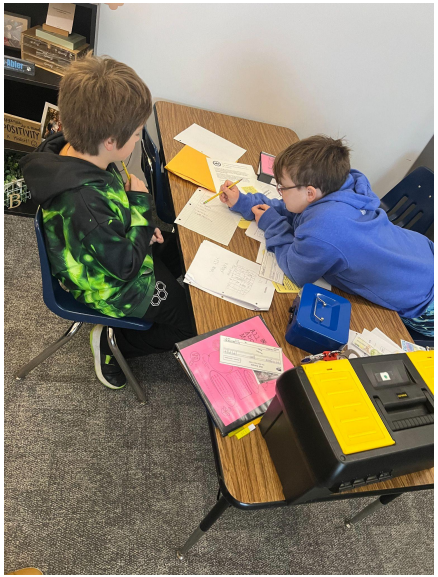
# Mystery of Learning














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# Mystery of Learning



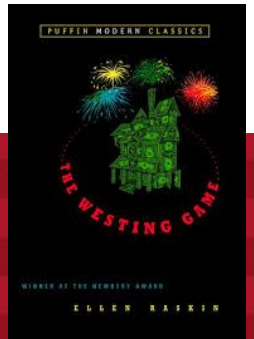
**Deductive Learning:**

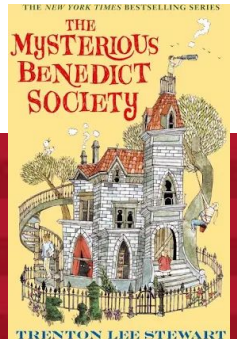
**Analyze information**

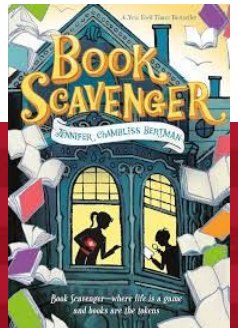
**Make decisions**

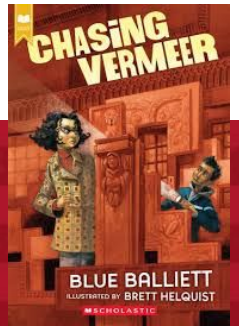


→ **Math, ELA, Visual Spatial**




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# Legacy of Learning

- **STEM Challenges**

**Teamwork, Problem Solving, Critical Thinking, Resilience, Creativity, Career Readiness**

- **Career Skills**

**Self-Awareness, Fostering Early Curiosity, Connecting Purpose to Preparation**

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# Summer Camp 2026

- ➔ **Incoming 5th and 6th graders**
- ➔ **Puppetry and Sew-A-Snoof with Tami Brookhauser**
- ➔ **3 days/2 Weeks camp in June**
- ➔ **Lots of creativity**
- ➔ **Life Skills**









# Summer Camp 2026 - Sew-A-Snoof

The many steps to Sew-A-Snoof! Learning to stitch, picking out fabric, tracing, cutting, sewing, adding on all the extras, and having fun with cutest, most creative Snoofs!

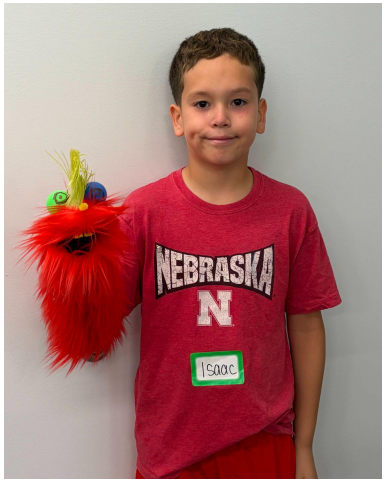




















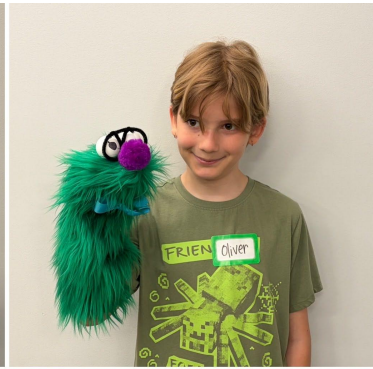
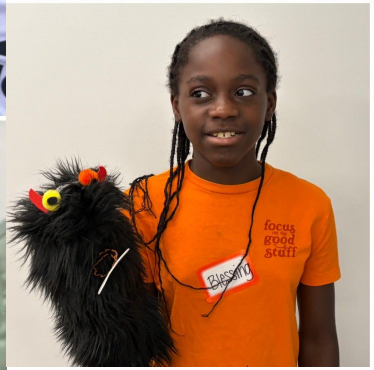
# Summer Camp 2026 - Sew-A-Snoof

Students learned to stitch and sewed these all by hand! One student shared they were able to go home and fix their stuffed animal that had a hole in it!








# Summer Camp 2026 - Puppetry

Students learned about the history and different kinds of puppetry. They learned how to use their voice and hand/arm movement to convey emotions of their Ooby puppets.



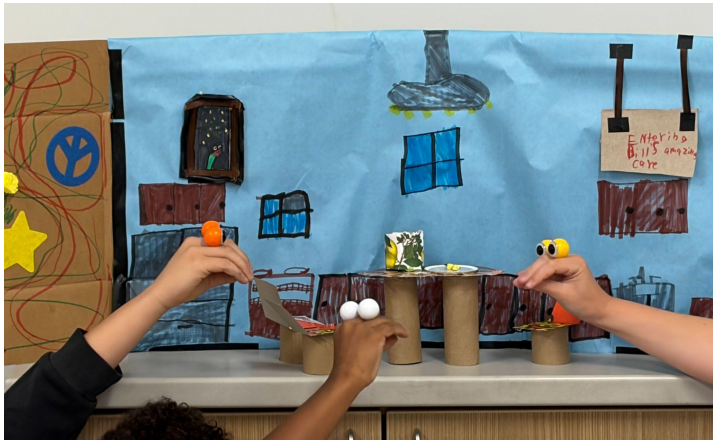





# Summer Camp 2026 - Puppetry

Students brainstormed an idea for their puppet show, wrote a script, designed a set, practiced, & performed!







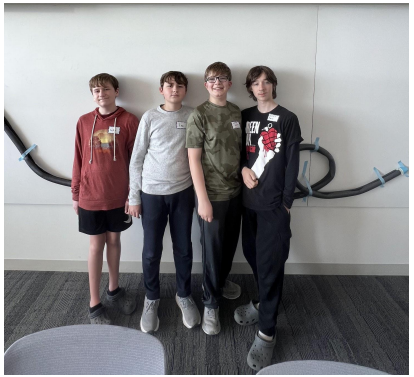


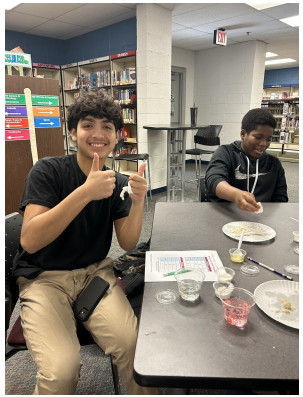
# Middle School HAL

# Middle School HAL

**The High Ability Learners program at RMS offers a variety of experiences to meet HAL students' unique interests and needs.**

- ★ **Extracurricular activities**
- ★ **Seminars & Workshops**
- ★ **Field Trips**
- ★ **Course offerings**












# Workshops & Field Trips

**Activities are NOT limited just to HAL students!**

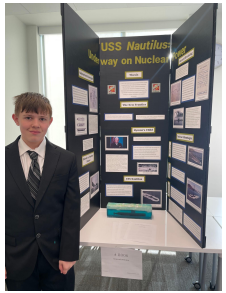
- ★ Biomedical Engineering
- ★ National Geographic Shows at the Holland
- ★ Science Olympiad
- ★ Celebrate Creativity
- ★ Battle of the Books
- ★ Poetry Writing
- ★ Visual Spatial Puzzles
- ★ Engineering Day @ UNL
- ★ CodeCrush (8th)
- ★ Film Streams Movie
- ★ Quiz Bowl Contests
- ★ Math Contests
- ★ Pop Art
- ★ Warbirds Art
- ★ Drones

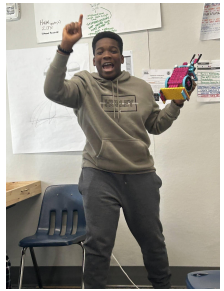
# Extracurriculars

- ★ Lego League
- ★ National History Day
- ★ Math Club
- ★ Yearbook
- ★ Quiz Bowl
- ★ Student Council











# Rule 3 Updates

**Nebraska, Rule 3 Definition**

"Learner with High Ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully."

**RPS is actually ahead of schedule regarding the Rule 3 updates we need to implement because we were already in compliance with the changes.**

## Important Rule 3 Updates:

-Identification (RPS already in compliance)

-Portability (RPS already in compliance)

-Exit Procedure (RPS needs to create)

-Appeals (RPS needs to update)

# Our Team

| Brittnie Abler | Kali Allen | Christine Redemske |
| --- | --- | --- |
| ➔ Blumfield | ➔ Mockingbird | ➔ Wildewood |
| ➔ Karen Western | ➔ Seymour | ➔ Ralston Middle School |
| ➔ Meadows | | |

# 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*<br>• *Constituents and stakeholders have no or limited engagement in the vision/direction*<br>• *No evidence of routine feedback or review* | • *Vision or direction is documented*<br>• *Some evidence of constituent engagement Some evidence of feedback and review* | • *Vision and direction are documented and used to guide the district*<br>• *Evidence of engagement with constituents in development and implementation of strategic direction*<br>• *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*<br>• *Evidence of engagement with constituents in development and implementation of strategic direction*<br>• *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*<br><br>●*Policies are outdated, not in compliance with state or federal law, or not routinely reviewed*<br><br>●*No evidence of collaborative practice to influence decisions impacting student learning* | ●*Provides updates and communicates regularly with board members*<br><br>●*Policies are routinely updated*<br><br>●*Uses some collaborative strategies at the local level* | ● *Engages board members in district needs and policy priorities*<br><br>● *Policies are consistently reviewed and developed to incorporate state or federal policy, as needed*<br><br>● *Some evidence of strategies to influence local, state, and national decisions* | ●*Actively and consistently engages board members in district needs and policy priorities*<br><br>●*Evidence of leadership in compliance, review, and development of local policies*<br><br>●*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*<br><br>●*Little or no evidence of consistent communication with families and stakeholders*<br><br>● *Little or no evidence of engagement with community organizations, or community activities*<br><br>●*Little or no evidence of identification of* | ●*Some evidence of collaboration in the organization*<br><br>●*Some communication of school activities with families through newsletters and/or district website*<br><br>●*Participates in some community organizations or activities such as the Chamber and service organizations* | ●*Routinely collaborates with board members and staff*<br><br>●*Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement*<br><br>●*Actively involved in community organizations or activities, such as the Chamber, or service organizations* | ●*Models collaboration and supports staff collaboration throughout the organization*<br><br>●*Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement*<br><br>●*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.*<br><br>●*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*<br><br>●*Little or no evidence of student information guiding decision-making*<br><br>●*Little or no evidence of use of quality indicators to guide district planning or practice* | ●*Some evidence of continuous improvement and innovation*<br><br>●*Student information is used to guide decision-making*<br><br>●*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*<br><br>●*Information on student progress and achievement is used for planning and decision-making*<br><br>●*Alignment between district and state quality indicators for accreditation and accountability* | ●*Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation*<br><br>●*Comprehensive and current information on student progress and achievement is available and utilized in decision-making*<br><br>●*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*<br><br>●*Little or no evidence of a written curriculum ➢ Little or no evidence of programmatic or curriculum review or input*<br><br>●*Little or no evidence of consistency or continual improvement of instructional practices* | ●*Some evidence of high expectations of student achievement*<br><br>●*Written curriculum is evident in most subject areas*<br><br>●*Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community*<br><br>●*Instructional practices have some consistency and some ongoing improvement* | ●*High expectations are clearly and consistently communicated and monitored*<br><br>●*Written curriculum is developed, monitored, and adjusted*<br><br>●*Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community*<br><br>●*Instructional process and practices are consistent with ongoing improvement* | ●*Data-driven high expectations of student achievement and monitoring of progress*<br><br>●*Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted*<br><br>●*Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input*<br><br>●*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*<br><br>●*Little or no evidence of short or long-term personnel planning*<br><br>●*Little or no evidence of modeling lifelong learning*<br><br>●*Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction*<br><br>●*Some evidence of short-term and long-term personnel planning*<br><br>●*Some evidence of participation in lifelong learning activities* | *district vision and direction*<br><br>●*Some evidence of short-term and long-term personnel planning*<br><br>●*Some evidence of participation in lifelong learning activities* | *allocation to achieve district vision and direction*<br><br>●*Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place*<br><br>●*Evidence of ongoing modeling of lifelong learning* | *financial resources are allocated to achieve district vision and direction*<br><br>●*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*<br><br>●*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*<br><br>●*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*<br><br>●*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*<br><br>●*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*<br><br>●*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*<br><br>●*Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust*<br><br>●*Little or no evidence of a responsive culture of high expectations* | ●*Some evidence of shared vision on equity and equitable practices*<br><br>●*Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust*<br><br>●*Some evidence of a responsive culture of high expectations* | ●*Shared vision on equity and equitable practices is evident through professional learning*<br><br>●*Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures*<br><br>●*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*<br><br>●*Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through*<br><br>●*Communication processes and district procedures; and, is validated through an annual student/staff climate survey*<br><br>●*Communication processes and annual student/staff climate survey validates a culture of high*<br><br>●*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*<br><br>●*Decisions do not appear to be just, fair, or equitable*<br><br>●*Does not model or hold others accountable for demonstrating ethical behavior*<br><br>●*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*<br><br>●*Decisions do not consistently appear to be just, fair or equitable*<br><br>●*Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior*<br><br>●*Participates in some professional development.* | ●*Demonstrates dignity and respect when communicating with students, staff, families, or community members*<br><br>●*Most decisions appear to be just, fair, or equitable*<br><br>●*Models ethical behavior and generally holds others accountable for demonstrating ethical behavior*<br><br>●*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*<br><br>●*Decisions consistently appear to be just, fair, and equitable*<br><br>●*Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior*<br><br>●*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**<br><br>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**<br><br>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**<br><br>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**<br><br>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**<br><br>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**<br><br>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**<br><br>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**<br><br>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**<br><br>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: _____

Ralston PUBLIC SCHOOLS

**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

# RESOLUTION

## RALSTON PUBLIC SCHOOLS BOARD OF EDUCATION

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

WHEREAS, the Board of Education wishes to fund a Voluntary Separation Program for the 2026-2027 school year; and

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

NOW, THEREFORE, BE IT RESOLVED that the Voluntary Separation Program will be funded with a maximum of Two Hundred Forty Five Thousand ($245,000) for use during the Program enrollment period which coincides with the 2026-2027 school year.

# Ralston Public Schools
# 2026-2027 Voluntary Separation Program

## A. Qualifications:

1. Eligible Employees: To be a participant, a person must be employed by the School District as of the date of acceptance of the person's application in the position of a fully certificated employee covered by the negotiated agreement between the Ralston Public Schools and the Ralston Education Association or as a certified administrator.

2. Full Time Equivalency: Eligible employees, both full-time and part-time, may participate in the Voluntary Separation Incentive Program, provided that the part-time employees' benefits under such plan shall be pro rated based on their full-time equivalency. The full-time equivalency will be determined based on the employee's actual scheduled salary as of December 1. Eligible employees, who are on a leave of absence in total as of December 1 shall not be eligible to participate in the plan.

3. Criteria for Eligibility: To be eligible for participation in this plan the employee shall have a placement as of December 1 on the salary schedule set forth in the Collective Bargaining Agreement between the Ralston Public Schools and the Ralston Education Association, or be actively employed as a certified employee. Any eligible employee will have given service in their field for 20 or more FTE years, within the Ralston Public Schools.

4. Participation Limit: Applicants will be ranked and accepted based on seniority. The Board of Education will accept applications that remain within the total annual funding allocation of **$245,000** for the 2026-2027 Voluntary Separation Agreement. The Board of Education reserves the right to adjust the annual funding allocation.

## B. Enrollment Requirements:

1. Resignation: Eligible Employee participants in the program shall resign their positions with the School District effective at the end of their current contract year in which they accept voluntary separation, and thereby relinquish the employee's actual and existing continuing contract rights, in consideration for the benefits outlined in paragraph "C" below. Resignation will be effective after Board of Education approval of the participants.

2. Notification: Any Eligible Employee who attains the minimum eligibility requirements shall be eligible to participate in the Voluntary Separation Program. Each qualified eligible employee who wishes to participate must complete a district provided

enrollment form that will serve as their resignation letter as well as identify the plan they desire to access. No enrollment forms will be accepted after **January 15, 2027.**

3. Restrictions: An employee who has received written notice of possible termination for reasons other than reduction in force, or who has received written notice of possible cancellation shall not be eligible and may not participate in the program. Any employee who chooses to participate in the Voluntary Separation Program must complete their current contract and remain in good standing with the Ralston Public Schools.

4. Opportunity for Rehire: Any employee who applies for and is approved for participation in the Voluntary Separation Program will agree to not apply for any positions, other than substitute teacher, and will not be eligible for re-hire with the Ralston Public Schools for five (5) years following approval by the Board of Education.

**C. Benefits:**

An Eligible Employee may request to receive the Voluntary Separation Plan stipend to include a benefit equal to fifty-five percent (55%) of the actual scheduled salary including long service increment earned by the employee during the 2026/2027 school year, **not to exceed $35,000**. The total benefit will be payable in one payment by February 1, 2027.

1. Payment of Funds: The Ralston School District will deposit all voluntary separation payments into a qualified 403(b) account in the employee's name.

2. Source of Funds: The Ralston School District shall pay the entire cost of the plan.

3. Administration: The plan shall be administered by the Board of Education by and through the administration of the school district.

4. Beneficiary Designation: In order for the application to be considered complete, a beneficiary must be designated. Upon the death of the participant employee before all benefits are paid, the beneficiary shall receive benefits pursuant to the terms of this Voluntary Separation Program.

# Ralston Public Schools
# Voluntary Separation Program
# Enrollment Form: 2026 / 2027 School Year

**Employee Name:** _____

**School Assigned:** _____

**Position on Salary Schedule:** _____ **Total Current Salary:** _____

**Years of Service at RPS:** _____ **Total Years of Service:** _____

An Eligible Employee may request to receive the Voluntary Separation Plan stipend as outlined in the board policy to include a benefit equal to fifty-five percent (55%) of the actual scheduled salary including long service increment earned by the employee during the 2026/ 2027 school year, not to exceed $35,000 as per statute 79-8,142. The total benefit will be payable in one payment by February 1, 2027.

Beneficiary Designation:
In the event of the Employee's death after the effective date of resignation, any sum of money otherwise due to the Employee under the terms of this Agreement will be paid to the following designated beneficiary pursuant to the provisions of this Agreement.

Beneficiary: _____

Address: _____

Social Security Number: _____

Employee's Voluntary Act:
The employee acknowledges that they have had forty five (45) or more days to consider the ramifications of participation in the program; that their participation in the program is voluntary; and that they were not coerced in any manner to participate in the program. The employee acknowledges having been advised in writing by this Agreement to consult an attorney regarding their participation in the program and execution of this agreement.

Waiver and Release of Claims:
In consideration of the promises and payments specified in this Agreement, the Employee releases the School District and its officers, directors, employees, agents, representatives, successors and assigns from all claims, demands and actions, past, present and future, known or unknown, arising out of and/or related to, in any way, directly or indirectly, their employment with the School District, the termination of that employment, and/or any actions or occurrences taking place up to and including the date of execution of this Agreement, including but not limited to claims or rights under Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act, the Civil Rights Act of 1866 and 1871, or any other Civil Rights Acts as amended, claims or rights under 42 U.S.C. § 1981, through and including 42 U.S.C. § 1988, the Americans with Disabilities Act, § 504 of the Rehabilitation Act, the Family

Medical Leave Act of 1993, all claims or rights relating to discrimination on the basis of race, color, religion, sex, disability, handicap, or national origin before the federal Equal Employment Opportunity Commission, the Nebraska Equal Opportunity Commission, or the state or federal courts under any state or federal constitution, law, rule, or regulation, or claims or rights of whatever nature arising under any other state, federal, or local constitution, executive order, statute, regulation, or ordinance arising out of their employment or contractual relations with the School District or their resignation of employment. Also included are any tort, contract or other common law claims, and claims for attorney's fees, costs and expenses.

The employee understands and acknowledges that, by giving up claims against the School District, they also give up any claims that they may have against its predecessors, successors, subsidiaries, and affiliates, and any and all officers, directors, employees, and agents of the School District arising out of any actions, conduct, decisions, behavior, omissions, or events occurring up to the date hereof. The employee further covenants not to institute any proceedings against the School District or any of the above-mentioned released persons in the future with respect to any of the claims, demands, causes of action, or rights hereby released. Such waiver and release of claims does not cover rights or claims arising after the date of the execution of this contract. This Waiver and Release is given in exchange for consideration in addition to what the Employee is already entitled to receive from the School District. The **employee** acknowledges having been advised in writing to consult with an attorney before signing this Voluntary Early Retirement Incentive Program Agreement. The Employee further acknowledges having had sufficient time to decide whether or not to execute this Agreement, including the Waiver and Release of Claims.

Revocation and Cancellation of Agreement:
The Employee may cancel this Agreement by rescinding their signature at any time within seven days after acceptance by the Board of Education. In order to cancel the Agreement, the Employee must submit a written statement to the Superintendent indicating that they are exercising their right to cancel the Agreement.

Certification of Resignation:
By signing below, I certify that if approved by the Board of Education, I am officially submitting the resignation of my position with the Ralston Public Schools effective at the end of my current contract. I am aware that I must complete my current contract with the Ralston Public Schools and be in good standing for this agreement to be complete. I am also aware that I will not apply for any permanent positions and will not be eligible for re-hire, other than as a substitute, with the Ralston Public Schools for five (5) years following approval of my request by the Board of Education.

Employee Signature: _____

Date Signed: _____ Date Received: _____

# Voluntary Termination Agreements
# in place *September 1, 2017 and after*

**6/10/26**

Nebraska Department of Education
School Finance & Organization Services
Lincoln NE

RE: 2026/27 Voluntary Termination Expenditure Exclusion
**Ralston Public Schools 28-0054**

The school district is requesting approval from the State Board of Education for the Voluntary Termination Expenditure Exclusion. If the State Board of Education approves this request, the expenditure exclusion amount will be shown on Schedule A of the 2026/27 School District Budget Form and will be included on Line B-130 of the 2025/26 LC-2.

***Voluntary Termination Agreements in place beginning September 1, 2017 for Certificated Teachers and are not part of a Voluntary Termination Agreement resulting from a Collective Bargaining Agreement.***

| | |
|---|---|
| **Total amount being paid as incentives during the 2026/27 school year for these agreements:** | $ 245,000 |

| | |
|---|---|
| *Total Annual Salary & Benefits of terminating teachers:* | $ 539,038 |
| *Total Annual Salary & Benefits of replacement teachers:* | $ 308,364 |
| *Net savings over 5 years:* | $ 1,153,370 |

| | |
|---|---|
| ***Expenditure Exclusion Request:*** | $ 245,000 |

This is also verification that the Voluntary Termination Agreements listed above meet all of the qualifying criteria to be utilized as an expenditure exclusions as required in §79-1028.01 & 79-8,142.

**Aaron Bredenkamp**
**Ralston Public Schools 28-0054**

# 4055
# Voluntary Separation Program

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

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

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

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

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

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

Adopted on: February 28, 2018
Revised on: _____
Reviewed on: April 22, 2024

| Grant Title | 2025-2026 | Prior Year | +/- | Δ |
|---|---|---|---|---|
| Total | $ 2,930,043.21 | $ 2,684,311.99 | $ 245,731.22 | 9% |
| ESSA | | | | |
| Title 1 | $ 517,539.00 | $ 521,929.00 | $ (4,390.00) | -1% |
| Title 2 | $ 100,294.00 | $ 92,280.00 | $ 8,014.00 | 9% |
| Title 3-EL | $ 82,759.00 | $ 76,744.00 | $ 6,015.00 | 8% |
| Title 3 - Immigrant | $ 238,017.00 | $ 15,473.00 | $ 222,544.00 | 1438% |
| Title 4 | $ 34,763.00 | $ 36,155.00 | $ (1,392.00) | -4% |
| SPED IDEA | | | | |
| IDEA-PtB-611-Base-EP-6408 | $ 801,195.00 | $ 783,364.00 | $ 17,831.00 | 2% |
| IDEA-PartB-619-PS-6406 | $ 24,150.00 | $ 23,394.00 | $ 756.00 | 3% |
| IDEA-CEIS-6411 | $ - | $ - | $ - | |
| IDEA-NonPublic-6412 | $ 29,172.00 | $ 28,515.00 | $ 657.00 | 2% |
| PEAK Grant | $ 22,620.00 | $ 23,863.00 | $ (1,243.00) | -5% |
| Perkins | | | $ - | |
| Secondary-6700 | $ 38,395.00 | $ 33,909.00 | $ 4,486.00 | 13% |
| PostSecondary-6701 | $ - | $ - | $ - | |
| CLSD | $ 259,000.00 | $ 258,958.00 | $ 42.00 | 0% |
| CTE | $ 16,672.00 | $ 15,952.00 | $ 720.00 | 5% |
| McKinney - Vento | $ 1,551.00 | $ 500.00 | $ 1,051.00 | 210% |
| Medicaid Administrative Activities in Public Schools (MAAPS) | $ 105,295.00 | $ 81,459.00 | $ 23,836.00 | 29% |
| Medicaid in Public Schools (MIPS) | $ 23,508.00 | $ 23,508.00 | $ - | 0% |
| NDEQ | | $ 9,300.00 | $ (9,300.00) | -100% |
| Summer Food Service Program | $ 59,709.76 | $ 40,853.64 | $ 18,856.12 | 46% |
| Fresh Fruit and Vegetable Program Grants | | | $ - | |
| Blumfield Elementary | $ 19,855.00 | $ 23,365.44 | $ (3,510.44) | -15% |
| Meadows Elementary | $ 18,590.00 | $ 19,422.15 | $ (832.15) | -4% |
| Karen Western Elementary | $ 12,045.00 | $ 13,772.07 | $ (1,727.07) | -13% |
| Wildewood Elementary | $ 17,600.00 | $ 18,598.18 | $ (998.18) | -5% |
| Mockingbird Elementary | $ 23,870.00 | $ 28,309.25 | $ (4,439.25) | -16% |
| Seymour Elementary | $ 15,125.00 | $ 16,538.26 | $ (1,413.26) | -9% |
| Learning Community Instructional Coach Grant | $ 87,742.45 | $ 85,000.00 | $ 2,742.45 | 3% |
| Learning Community District Initiatives 2.0 Grant | $ 227,249.00 | $ 221,000.00 | $ 6,249.00 | 3% |
| Buffett Early Childhood Grant | $ 153,327.00 | $ 135,000.00 | $ 18,327.00 | 14% |
| USTA tennis grant | $ - | $ 48,000.00 | $ (48,000.00) | -100% |
| Whole Kids Garden | $ - | $ 9,150.00 | $ (9,150.00) | -100% |

**3050**
**Technology in the Classroom**

I. In General

The district desires to use technology in a way that aides in the education of students. New devices and applications offer a number of helpful tools that can improve the student experience and increase learning. Many of these devices and applications also create concerns about student privacy. It is the goal of the district to embrace the helpful elements of technological advancement while remaining mindful of potential student privacy issues.

II. Devices

A. Non-district issued electronic devices may be provided by teachers for use in their classroom, so long as the use of such devices is supervised by a staff member and subject to the conditions set forth below.

Teachers who wish to bring a device into the classroom should inform the principal before deploying the device. The building principal may at his or her discretion prohibit the use of such devices or otherwise limit their use. The building principal may at any time direct that a teacher discontinue use of a given device.

1. Smart ~~devices~~ speakers such as ~~Apple, Google, Amazon and Sonos~~ Google Home, Amazon Echo, Apple HomePod, and similar devices may be approved for use in the classroom. The device must be registered to an account linked to the classroom teacher's school email address. The district will not maintain any records created by use of the smart speaker device. Any record of use will be considered non-record communications pursuant to Nebraska's Records Management Act, and not be maintained by the district.

2. All other electronic devices that connect to the internet that a staff member wishes to use for the education of students should be disclosed to the administration prior to use.

B. Assistive technology may be used in district classrooms. Any assistive technology, such as an AngelSense device, that actively

or passively create or transmit audio or video recordings must have that function disabled while the student uses the device in a district classroom unless required by law. No assistive technology devices will be permitted to record or transmit the classroom activity of other students unless required by law.

C. Any classroom recordings made by a staff member will be made pursuant to district policy.

III. Applications

A. School as Agent. The school will serve as an agent for parents/guardians in the collection of information within the school context. The school's use of student information is solely for education purposes.

B. District Applications. The district uses various software applications to record, track, and store student data. Each application selected by the district is in compliance with federal and state law, to the best of the administration's knowledge. Should the district become aware that an application used by the district has suffered a data breach, or been found to be out of compliance with federal or state law, the district will investigate the scope of the violations and notify students, parents, and staff in accordance with district policy.

C. Staff-Selected Applications.

1. Staff are permitted to select applications for use in the classroom.

2. Staff must perform basic due diligence to ensure that the application is safe for students and serves a pedagogical purpose. Staff must notify their supervising administrator of the application they plan to use as part of their lesson plan prior to their use in the classroom. The district may at any time direct that a teacher discontinue use of a given application. The district will provide training on the relevant student privacy laws to staff members who are selecting and deploying applications in the classroom.

Adopted on: _____
Revised on: _____

Reviewed on: _____

**4025**
**Superintendent**

The superintendent is hired by and shall report directly to the board of education. The superintendent will be the chief administrative officer of the board of education and shall keep the board informed on important issues. The board delegates to the superintendent the general power and authority to make necessary decisions to ensure the efficient and effective operations of the school.

The superintendent is charged with timely preparing, presenting, and filing an annual school budget, subject to the approval of the board at the annual budget hearing.

All school employees shall be under the direct and/or delegated supervision of the superintendent. The board delegates to the superintendent the authority to hire and terminate the employment of all classified staff. He or she or their designee shall review all certified and non-certified employees applying for vacancies and shall make recommendations regarding these employees.

All the grounds and buildings are supervised by the superintendent, including necessary repairs and improvements unless the board is required to approve such repairs or improvements.

The superintendents other duties ~~shall~~ may be included in his or her job description, contract, board policy or as otherwise assigned by the board.

> The Superintendent may delegate their responsibilities to other members of the staff.

Other duties of the Superintendent include, but are not limited to:
- Maintain high standards of student conduct and enforce discipline as necessary, according to statutory due process to the rights of students.
- Develop and implement professional development training of teachers, with special responsibility for staff administrative procedures and instruction.
- Prepare a school calendar for board adoption.
- Recommend changes to and implementation of board policy.
- Develop and implement the District's Strategic Plan for Improvement
- Supervision of Transportation
- Lead negotiations with multiple employment groups
- Apply the negotiated agreements with multiple employment groups
- Oversee the school nutrition program.
- Supervise and evaluate the performance of the Teaching and Learning staff
- Supervise and Evaluate the Student Services Department

- Supervise and Evaluate the Business Services Department.
- Supervise extra-curricular Activities

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

**3054**
**Law Enforcement Unit**

The board is committed to providing a safe environment conducive to learning for members of the school community. In furtherance of this commitment, the board designates Ralston Police Department to act as the district's Law Enforcement Unit.

**Authority of the Law Enforcement Unit.** The law enforcement unit is officially authorized to:

- Enforce any local, State, or Federal law, or refer to appropriate authorities a matter for enforcement of any local, State, or Federal law against; *and*
- Maintain the physical security and safety of the district

In maintaining the physical security and safety of the district, the law enforcement unit may employ surveillance or other safety or security equipment in compliance with state and federal law. The law enforcement unit is responsible for the maintenance and security of any such equipment.

**Records of the Law Enforcement Unit.** All records created and maintained by the law enforcement unit for a law enforcement purpose are considered law enforcement unit records. This would include any records produced by surveillance or other safety or security equipment employed by the law enforcement unit to maintain the physical security and safety of the district.

Law enforcement unit records must be maintained by the law enforcement unit until the unit determines the records may be destroyed. The law enforcement unit is responsible for maintaining law enforcement unit records separate and apart from the student records maintained by the district pursuant to the board's policy regarding student records.

Law enforcement unit records may only be disclosed with the authorization of the Superintendent or his/her designee. Only copies of law enforcement unit records may be disclosed, and the original must be retained by the law enforcement unit and will continue to be considered a law enforcement unit record.

Adopted on: July 22, 2019
Revised on:
Reviewed on: March 25, 2024

# 3063
# Gate Receipts and Admissions

The principal is responsible for the proper collection, supervision, disbursement, and/or remittance of gate receipts and admissions.

Admission to those school events for which an admission is charged will be by tickets or special passes only. Adequate records will be maintained for accounting purposes.

Adopted on: July 22, 2019
Revised on:
Reviewed on: March 25, 2024

# 4048
# Assessment Administration and Security

The purpose of all testing and assessments is to measure students' knowledge, skills or abilities in the area tested. All staff members are prohibited from engaging in any behavior that adversely affects the validity of test scores as a measure of student achievement. This policy applies to all national, state, and local assessments, including both standardized and general classroom assessments.

**1. Assessment Responsibilities**

a. Each building principal, in consultation with the Superintendent and classroom teachers, will be responsible for:

- overseeing the scheduling of state administered assessments, training all staff who administer assessments, and ensuring that all assessments, including make-up testing, is completed within required testing windows;

- obtaining Standards, Assessment and Accountability Updates from the Department of Education and circulating the relevant portions of those updates to other staff members;

- informing the board of education of changes to the Nebraska Student-Centered Assessment System Security Procedures; and

- signing and enforcing the Nebraska Student-Centered Assessment System Security Agreement.

b. Every classroom teacher or other staff member who administers assessments is responsible for:

- complying with the Nebraska Student-Centered Assessment System Security Procedures;

- taking all reasonable and prudent steps to ensure the accuracy and integrity of all academic testing, including statewide assessments; and

- ensuring the security of all test materials.

**2. Security Violations and Cheating**

a. **Classroom assessments**

Staff members who suspect students of having cheated on a classroom assessment should conduct a reasonable inquiry and impose consequences on the student consistent with classroom rules and the student handbook.

b. **State Accountability Tests**

Staff members who suspect a breach of security on State Accountability Tests, must promptly report their suspicions to the building principal or superintendent. The superintendent must notify the Department of Education's Statewide Assessment Office and follow the Department's protocol for Reporting and Investigating Test Security Violations.

Staff members who engage in or enable students to engage in academic dishonesty in any testing or assessment will be subject to discipline up to and including the immediate cancellation of their employment contract.

Adopted on: July 22, 2019
Revised on:
Reviewed on: March 25, 2024

# 4052
# Job References to Prospective Employers

All requests for employment-related references or employment history by prospective employers of current or former employees must be referred to a member of the administrative team. The administrator will either provide a reference in compliance with this policy or will forward the request to the superintendent.

If the school district is subject to a written separation agreement regarding a particular employee, the terms of that agreement will govern the district's response to requests for information, regardless of any written consent provided to the school district.
If the school district is not bound by a separation agreement and receives a legally enforceable written consent to release information, the district may provide the information authorized by that document. The school district may provide additional truthful information to prospective employers of current and former employees in accordance with this policy.

**Employees Suspected of Sexual Misconduct Against a Minor or Student**

Apart from the routine transmission of administrative and personnel files or unless otherwise permitted by law, the district and any employee, contractor, or agent of the school district is prohibited from providing any employee any assistance in obtaining a new job if the school district or the individual acting for the school district has probable cause to believe said employee has engaged in sexual misconduct with a student or minor in violation of the law.

Adopted on: July 22, 2019
Revised on:
Reviewed on: March 25, 2024

**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

**Ralston Public Schools**
**Monthly Administrative Update**
**Food Service – August 2026**

| **Revenue** | | | **Expenses** | |
|---|---|---|---|---|
| Cash Sales | Breakfast & Lunch | $ 32,856.20 | District Labor | $ 86,083.00 |
| | Student Ala Carte | $ 13,103.05 | Sodexo | $122,049.23 |
| | Adult Ala Carte | $ 894.55 | District Expense | $ 65.88 |
| | McCain Rebate | $ 3,109.35 | Total Expenses | $208,198.11 |
| | | | Credit for Commodity | $ (5,958.39) |
| Reimbursements | Breakfast | $ 37,141.91 | | $202,239.72 |
| | Lunch | $113,221.61 | | |
| | Snacks | $ 214.50 | | |
| | State Breakfast & Lunch | $ 2,853.60 | | |
| | | $203,394.77 | **RPS** | $ 1,155.05 |

| | 25/26 TOTAL MEALS SERVED | 25/26 MEALS PER DAY | 24/25 TOTAL MEALS SERVED | 24/25 MEALS PER DAY |
|---|---|---|---|---|
| **Elementary** | | | | |
| Breakfast | 16,624 | 924 | 15,271 | 954 |
| Lunch | 24,452 | 1358 | 22,546 | 1409 |
| | | | | |
| **RMS** | | | | |
| Breakfast | 2073 | 115 | 1919 | 120 |
| Lunch | 7070 | 393 | 5974 | 373 |
| | | | | |
| **RHS** | | | | |
| Breakfast | 3438 | 191 | 2576 | 161 |
| Lunch | 9837 | 547 | 8432 | 527 |
| | | | | |
| **RPS Total** | | | | |
| Breakfast | 22,135 | 1230 | 19,766 | 1235 |
| Lunch | 41,359 | 2298 | 36,952 | 2309 |

**RPS Free/Reduced**
**April 2026**
**63.2%**

## August 2026 Events:

Free breakfast was provided for all ACT students testing at RHS.

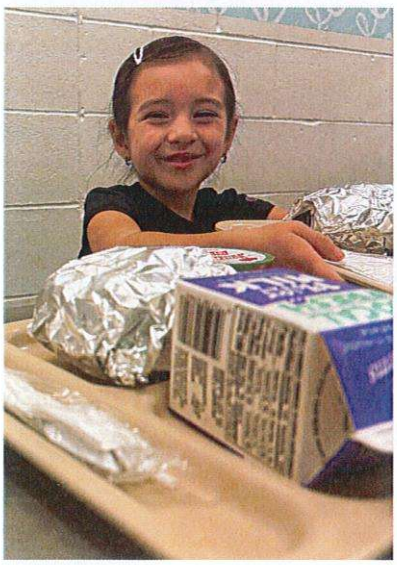
The Welcome Back lunch was held for all at Ralston High. Every year we fine tune this a little bit more and get all those folks through the lines a little bit faster.

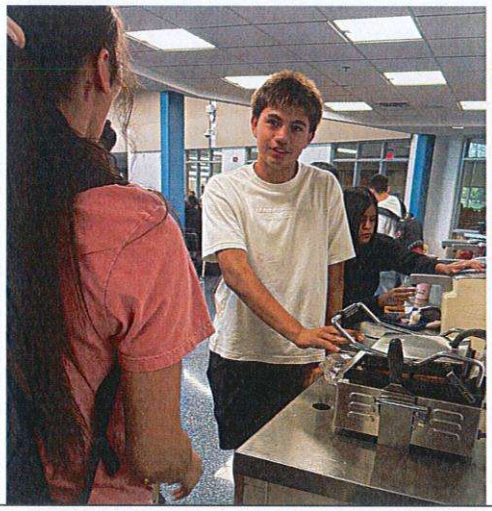
Back to school orientation was held on August 10 for all food service staff at RMS. We raffled a gift basket of items donated by kitchen managers, and this added $65 to our account for negative balance seniors.

I put out signs at all schools, and free bottles of water at many schools for open houses advertising open positions in school lunch. At Seymour, I set up a cart of water bottles across the hall from the main office. I had brought the bottles to the school in milk crates. After setting them up, I took the empty milk crates to the kitchen and then went back to the cart. In the one minute that I had been gone, Jody Blessen was taking some waters off the cart and put them on another cart, so that she could put them by the entrance on the east side of her building. I can't tell you how much I appreciate this support from principals.

We opened up with a new point of sale program this year, first at registration, and then for all on 8/11. While it wasn't a seamless opening, it went much better than expected. The new company has training videos and handouts and we leaned on these a lot. We don't have the new card scanners yet, but that is the only part left to roll out.

Locally grown produce was featured at RMS and RHS and the students enjoyed this.





This picture was taken just before the outlet/plug caught fire and the whole thing sparked up and died!







sodexo
EDUCATION

**Ralston Public Schools**
**Monthly Administrative Update**
**Food Service – September 2026**

| **September, 2026** | | | | | |
|---|---|---|---|---|---|
| **RPS Revenue** | | | **RPS Expenses** | | |
| Cash Sales | Breakfast | $ 11,437.85 | | District Labor | $107,603.00 |
| | Lunch | $ 38,768.10 | | Sodexo | $185,124.40 |
| | Student Ala Carte | $ 19,653.80 | | Direct Expense | $ 1,430.93 |
| | Adult Ala Carte | $ 1,675.10 | | | $294,158.33 |
| | | | | | $ (29,727.59) |
| Reimbursements | Breakfast | $ 58,142.29 | | Total Expenses | $264,430.74 |
| | Lunch | $ 163,270.71 | | | |
| | Snacks | $ 2,466.10 | | | |
| | State Reimbursement | $ 4,212.00 | | | |
| | | $ 299,625.95 | | | |

| | 26/27 TOTAL MEALS SERVED | 26/27 MEALS PER DAY | 25/26 TOTAL MEALS SERVED | 25/26 MEALS PER DAY |
|---|---|---|---|---|
| **Elementary** | | | | |
| Breakfast | 19,719 | 986 | 18,271 | 914 |
| Lunch | 26,626 | 1331 | 26,330 | 1317 |
| Meals Served | 46,345 | | 44,601 | 2231 |
| | | | | |
| **RMS** | | | | |
| Breakfast | 1871 | 94 | 1797 | 90 |
| Lunch | 7809 | 390 | 8335 | 417 |
| Meals Served | 9680 | | 10,132 | 507 |
| | | | | |
| **RHS** | | | | |
| Breakfast | 3496 | 175 | 3388 | 169 |
| Lunch | 11,551 | 578 | 12,101 | 605 |
| Meals Served | 15,047 | | 15,489 | 774 |
| | | | | |
| **RPS Total** | | | | |
| Breakfast | 25,086 | 1255 | 23,456 | 1173 |
| Lunch | 45,986 | 2299 | 46,766 | 2339 |
| Meals Served | 71,072 | 3554 | 70,222 | 3512 |

**RPS Free/Reduced**
**September 2026**
**60.5%**

## September 2026 Events:

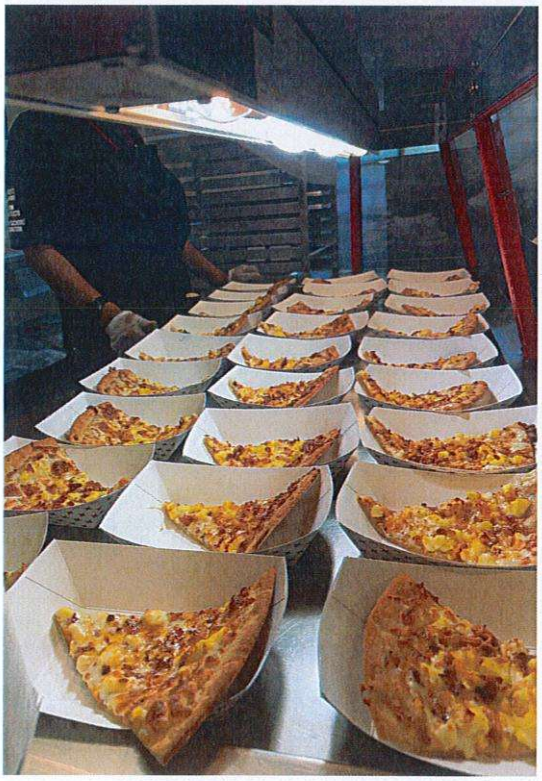
Free breakfast was provided for all ACT students testing at RHS.

The free and reduced lunch program carries over into the next school year. This gives family time to get their application in for the new school year. This year, drop off day from last year was September 25, 2026. In early September, we generate a list of all families that received free & reduced lunch during the 2025/26 school year, but they haven't applied yet in 2026/27. We send letters out to these families and we usually get a few dozen applications as a result. This year, this was 419 letters. During drop off week, we generate that list again, to see who we still haven't heard from, but they were on free and reduced lunch in 2025/26. These folks get a phone call from me, or from the Spanish speaker helpers, and I am so grateful for them. This year, this was about 150 total phone calls. Many people are very appreciative of this call.

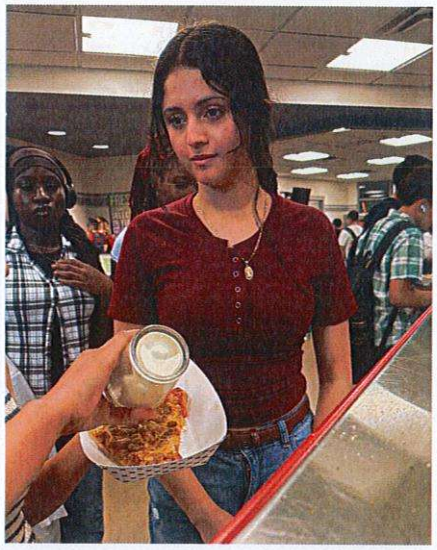
The online menu nutritional information added Halal, Vegan, Vegetarian, Pork and Beef tags. RPS nursing is very happy about this.

Monthly safety meetings were held in all schools. The topics were workplace violence, cleaning and sanitizing, personal hygiene, and health notification. Kitchen managers also trained on google documents. Total training time = 18.5 hours.

We worked at Wildewood, Meadows and Mockingbird to finger scan new students. We just have Blumfield to catch up everyone.










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