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

Virginia Moon Administrative Center
8545 Park Drive
Ralston, NE 68127

Agenda

1. Call To Order
   Speaker(s): Board President
2. Pledge of Allegiance
   Speaker(s): Board President
   2.1. Roll Call - Excuse Board Members not in attendance
      Speaker(s): Board President
3. Public Comment Sign In Procedure
   3.1. Public Comment
4. Consent Agenda (Action)
   Speaker(s): Board President
5. Board Development and Communication
   5.1. Board Members' Update
6. Superintendent's Report
   Speaker(s): Superintendent
   6.1. District Recognition and Celebrations
      Speaker(s): Jason Buckingham
   6.2. NSCAS/ACT Achievement review
      Speaker(s): Megan Harding/Sara Zabrowski-Gates
   6.3. Government Relations Update
      Speaker(s): Mr. Jason Buckingham
   6.4. NASB Updates and Information
      Speaker(s): Mrs. Elizabeth Kumru
   6.5. Ralston Schools Foundation Update
      Speaker(s): Robin Richards/Carrie Hough
   6.6. Technology Plan Update
      Speaker(s): Jason Fink
   6.7. Asbestos Plan Update
      Speaker(s): Jason Fink
7. Board Action Items
   7.1. Superintendent Evaluation (Action)
      Speaker(s): Jason Buckingham
   7.2. Snow Removal Maintenance Vehicle Replacement (Action)
      Speaker(s): Aaron Bredenkamp
8. Policy Review
9. Pre-Adjournment Information and Activities
   9.1. Announcements
   9.2. Board of Education Supplemental Meeting Information
   9.3. Future Board Calendar
10. Adjourn

2009
Public Participation at Board Meetings

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

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

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

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

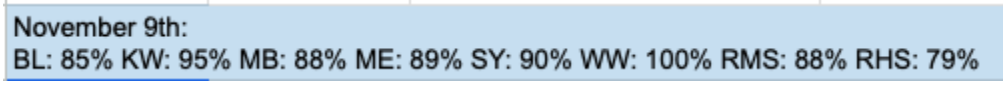
Adopted on: _____
Revised on: _____
Reviewed on: _____

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

Subcommittee: Teaching & Learning 2026-2027

7.17.26	8.21.26	9.18.26	10.23.26	11.13.26

November 13th, 2026
In Attendance: Buck, Sara, Megan, Robin, Katie

- October Para Feedback
- November 9th Professional Learning Feedback
- Feedback from Amplify presenters
- November 9th Professional Learning Attendance
- 

- AQuESTT overview
    - Scores in November
    - Deeper dive into classification and designation in December
- No December Meeting; we'll meet again in January!

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

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.

        - 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)
        - 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

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- IRIPS - 2025: 374; 2026:281
- Parent letter

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

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:

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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 / 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 / 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

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	-			

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

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Direction
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Ralston Public Schools
Board of Education Regular Meeting
Monday, November 9, 2026

The Ralston Public Schools Board of Education met in open, public session on Monday, November 9, 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. Sara Zabrowski-Gates, Dr. Aaron Bredenkamp, Dr. Ryan Pivonka, Mr. Ruben Cano, and Mrs. Jen Pollock.

Motion to excuse Mrs. Katie Krause until she arrived was made by Ms. Mary Roarty, seconded by Mrs. Liz Kumru

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

Board member, Mrs. Katie Krause joined the meeting at 6:10 pm.

Public Comment
No Public Comment was offered

Consent Agenda
Consent agenda items included:

- Minutes from the October 26th meeting
- Bills for the Month of October

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

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

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Mrs. Elizabeth Kumru:
• Attended and enjoyed the Schools Foundation Distinguished Alumni Event. Great job to everyone involved.
• Congratulated other Board members on the election victory.
• Attended RHS Advisory Board meeting and was pleased with attendance.
• Attended Sub-Committee meeting

Mrs. Samantha Willey:
• Attended and enjoyed the Schools Foundation Distinguished Alumni Event. Great job to everyone involved.
• Commented on the feeling of community and school spirit from those at the alumni dinner who graduated in the 1970's. Wants to make sure we continue to foster those feelings within our current school community.
• Congratulated Liz, Mary, Carrie on the election victory. Honored to continue to serve with them on the Board.

Mrs. Katie Krause:
• Attended the PTO Skate City event for Seymour. Appreciate everything the PTO does for Seymour.
• Attended and enjoyed the Schools Foundation Distinguished Alumni Event. Great job to everyone involved.

Mrs. Robin Richards:
• Attended and enjoyed the Schools Foundation Distinguished Alumni Event. Great job to everyone involved.
• Received an email from Sue Golightly from Mercy City Omaha (formally Glow Church) about "Love Our School" action day at Blumfield Elementary. Amazing day of service and wonderful partnership.
• Thanked Augustana Lutheran Church for the donation of choir robs to the high school

Ms. Mary Roary:
• Attended and enjoyed the Schools Foundation Distinguished Alumni Event. Great job to everyone involved.
• Commented on the Superintendent Evaluation - lots of accomplishments.
• Registered for K-State AI webinar on Wednesday. Will share what she learned with the Board.

Mrs. Carrie Hough:
• Congratulated other Board members on the election victory.
• Was a speaker at the RPS Leadership Academy
• Attended and enjoyed the Schools Foundation Distinguished Alumni Event. Great job to everyone involved.
• BOE Agenda meeting with Mr. Buckingham
• HR Sub-Committee.
• Looking forward to Karen Western Thanksgiving, Ralston High School Senior Citizen Thanksgiving, Ralston Schools Foundation meeting, NASB state conference.

District Financial Report
• Dr. Aaron Bredenkamp presented on the district finances for the month of October

Government Relations Update
• Mr. Jason Buckingham shared updates from the recent elections, including an intent to connect with Senator Elect Knorr.
• Provided one-page sheet outlining the new Senators and their occupations
• Spoke about phone conference with Senator Lonowski
• Outlined the upcoming 90-day session

NASB Update
• Mrs. Elizabeth Kumru provided an update on the NASB State Conference to be held on 11/18 through 11/20, CHI Health Center. Mr. Buckingham and others will present at the conference on district's Attendance Initiative.

Enrollment Update
• Dr. Sara Zabrowsi-Gates outlined the current trends in enrollment, down about 25 students from last year at this time.
• Option Enrollment requests for next year have started to come in.

District Bond Project Update
• Mr. Jason Buckingham outlined the progress on our most recent projects
• Installation of the video score boards at RHS has started.
• Special Building Fund Balance and expenditures were also discussed.

District Audit Report
Dr. Aaron Bredenkamp presented the findings of our most recent audit performed by Dana Colen.

Financial Literacy Report
Dr. Sara Zabrowski-Gates presented our yearly report on Financial Literacy education at RPS.

Vehicle Replacement Discussion
Dr. Aaron Bredenkamp covered three bids he had received for the replacement of one of our maintenance trucks.

Board Action Items

Early Graduation Request.
Mrs. Robin Richards motioned to approve the early graduation request of Isabella Huff Mercado. The motion was seconded by Ms. Mary Roarty.

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

Approval of Voluntary Separation Program
Ms. Mary Roarty motioned to approve the Voluntary Separation Program for the 2026-2027 school year. 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 Application for the Student Member of the Board of Education
Mrs. Robin Richards voted to approve the application for the Student Board Member. Motion was seconded by Mrs. Liz Kumru.

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

Policy Review
The Board and Administration reviewed proposed policies.

2001 Role of the Board of Education
3030 Automatic External Defibrillator
4039 Employment of Classified Staff
5013 Student Searches by School Staff

Adjournment
The Board voted to adjourn the meeting at 7:02 pm with a motion made by Mrs. Liz Kumru and a second by Mrs. Robin Richards.

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

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

_____
Mrs. Carrie Hough, President

_____
Mrs. Elizabeth Kumru, Secretary

Subcommittee: Building and Grounds

Meeting Date & Time: 11/17/2026 3:00pm

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

Building and Grounds:

RHS Scoreboard update, pictures
Donor Wall finishing, 57 bricks sold to date
Warranty light replacement MB and RHS

Communications:

Accessibility
Branding
Storytelling
RHS Registration Handbook

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

Finance and Human Resources Subcommittee Running Agenda

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

Date: 11/9/2026
Time:
Location: VMAC
Members Attending: Carrie Hough, Liz Kumru, Jason Buckingham, Aaron Bredenkamp, Ryan Pivonka, Jim Frederick
Agenda: ● WoodRiver Settlement ○ $17,084.55 ● Insurance Rates ○ Press Release ○ Rate Table ○ Impacts on Negotiations ■ Alternative Network ● Legislative Updates ○ 2027 Legislative Roster ○ 2027 Tentative Legislative Calendar ● HR update ○ LB 937 impact on hiring process

Date: Did not meet due to public budget hearing
Time: N/A
Location: VMAC
Members Attending: N/A

Agenda:
- N/A

Date: Did not meet due to open houses

Time: N/A

Location: VMAC

Members Attending: N/A

Agenda:
- N/A

Date: Did not meet due to board retreat

Time: N/A

Location: VMAC

Members Attending: N/A

Agenda:
- N/A

Date:

Time:

Location: VMAC

Members Attending: Carrie Hough, Liz Kumru, Jason Buckingham, Aaron Bredenkamp, Ryan Pivonka, Jim Frederick

Agenda:
-

Date:

Time:
Location: VMAC
Members Attending: Carrie Hough, Liz Kumru, Jason Buckingham, Aaron Bredenkamp, Ryan Pivonka, Jim Frederick
Agenda: •

AQuESTT/NSCAS

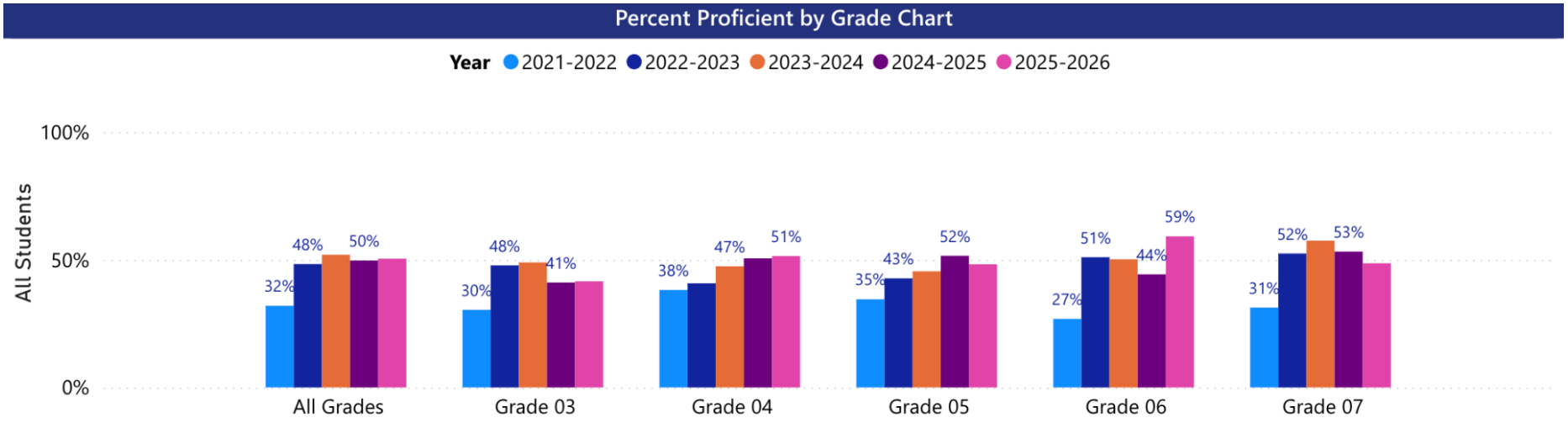
**Data based on the ‘25-’26 School Year

NOT Public until November 25th

November 2026

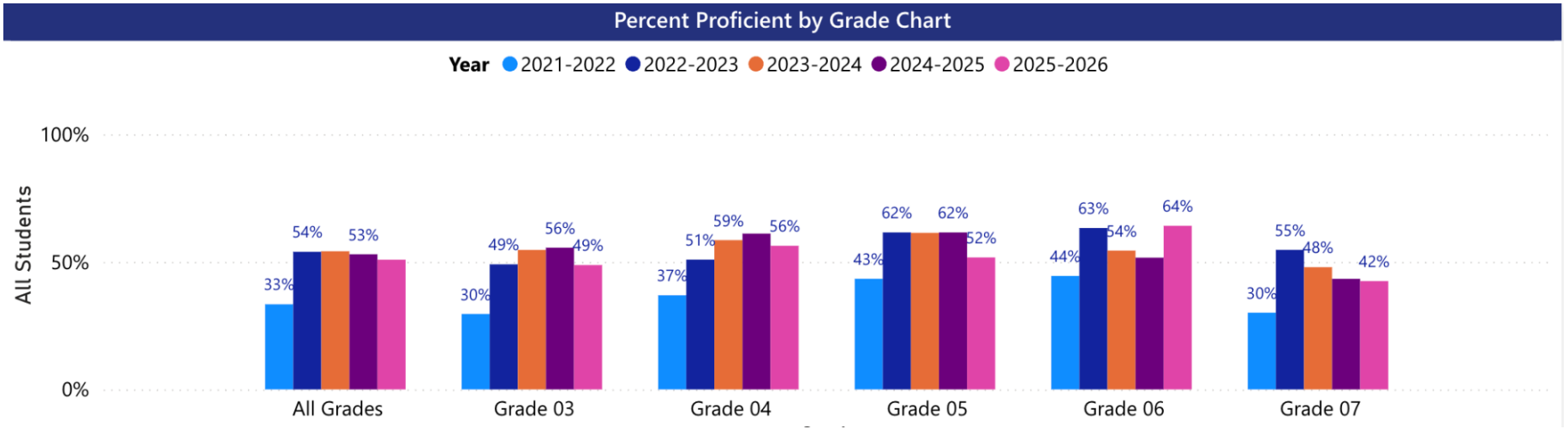
NSCAS ELA

Data Years	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08
2021-2022	30.42%	38.20%	34.54%	26.87%	31.30%	31.05%
2022-2023	47.83%	40.79%	42.74%	51.02%	52.47%	54.47%
2023-2024	48.98%	47.47%	45.53%	50.21%	57.50%	61.67%
2024-2025	41.11%	50.58%	51.58%	44.32%	53.22%	59.36%
2025-2026	41.58%	51.48%	48.26%	59.19%	48.65%	56.25%



NSCAS Math

Data Years	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08
2021-2022	29.58%	36.91%	43.37%	44.49%	30.08%	16.94%
2022-2023	49.03%	50.88%	61.54%	63.27%	54.71%	43.50%
2023-2024	54.69%	58.53%	61.38%	54.43%	47.92%	48.33%
2024-2025	55.56%	61.09%	61.54%	51.65%	43.35%	44.62%
2025-2026	48.75%	56.30%	51.74%	64.13%	42.47%	43.75%



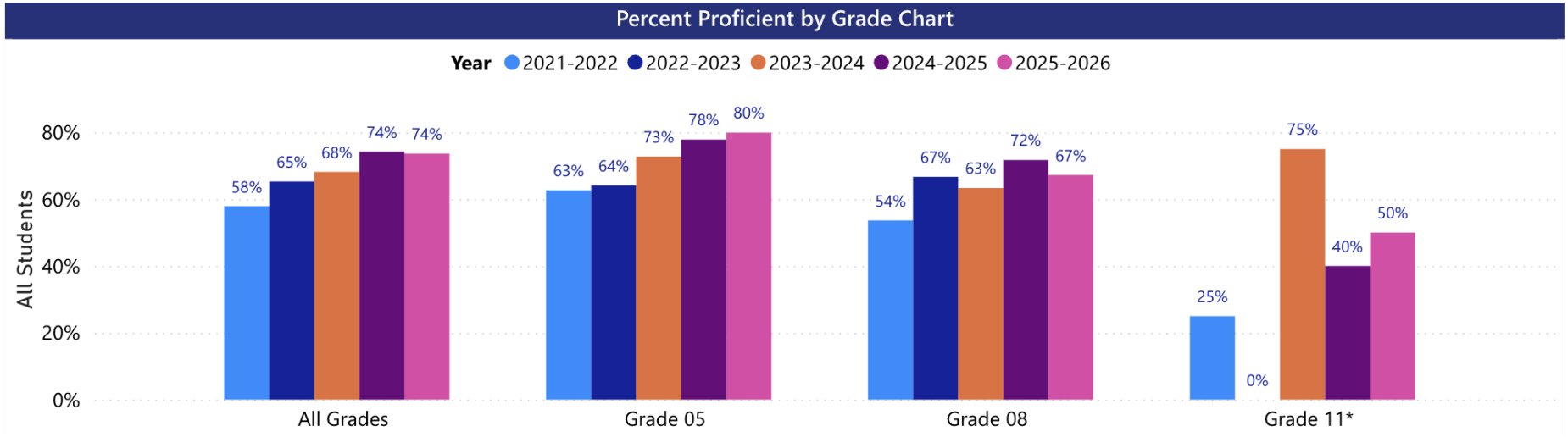
ELA Percent Proficient					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
3rd	30%	48%	49%	41%	42%
4th	38%	41%	47%	50%	51%
5th	35%	43%	46%	51%	48%
6th	27%	51%	50%	44%	59%
7th	31%	52%	58%	53%	49%
8th	31%	54%	62%	59%	56%

NSCAS Cohort Data

Math Percent Proficient					
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
3rd	30%	49%	55%	56%	50%
4th	37%	51%	59%	61%	56%
5th	43%	62%	61%	61%	52%
6th	45%	63%	54%	52%	64%
7th	30%	55%	48%	43%	43%
8th	17%	44%	48%	45%	42%

NSCAS Science

Data Years	Grade 05	Grade 08	Grade 11*
2021-2022	62.65%	53.63%	25.00%
2022-2023	64.10%	66.67%	0.00%
2023-2024	72.76%	63.33%	75.00%
2024-2025	77.83%	71.71%	40.00%
2025-2026	79.92%	67.22%	50.00%



3rd-8th Overall

Ralston Public Schools

Data Years	English Language Arts	Mathematics	Science
2025-2026	50.46%	50.85%	73.61%
2024-2025	49.74%	52.98%	74.21%
2023-2024	51.99%	54.16%	68.16%
2022-2023	48.34%	53.94%	65.28%

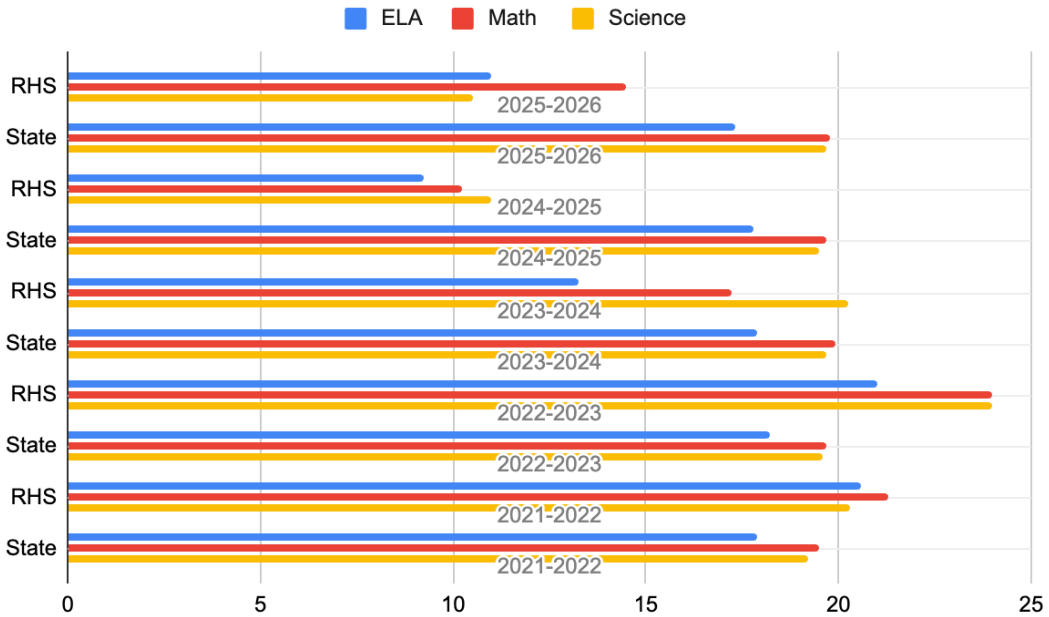
Nebraska

Data Years	English Language Arts	Mathematics	Science
2025-2026	59.04%	58.32%	79.62%
2024-2025	58.79%	58.07%	79.58%
2023-2024	59.00%	58.44%	73.86%
2022-2023	57.65%	60.57%	69.95%

ACT

Percent Meeting Expectations			
Data Years	English Language Arts	Mathematics	Science
2025-2026	34.17%	25.00%	30.83%
2024-2025	33.78%	21.17%	28.83%
2023-2024	34.03%	25.63%	36.97%

Average Scale Score by Subject



AQuESTT

Accountability for a Quality Education System Today & Tomorrow

State Mandate

State Board Requirement

Nebraska statute requires the State Board of Education to create a system of accountability.

Acronym Framework

Accountability
Quality
Education
System
Today & **T**omorrow

Federal Integration

Federal Alignment

Connected directly to federal accountability mandates and requirements.

ESSA

Every Student Succeeds Act

Core Purpose

System Objective

Establish a comprehensive system of accountability and classification for public education.

Key Goals

- Accountability
- School Classification

Accountability Frameworks

AQuESTT (State)



State Classifications

Excellent

Great

Good

Needs Support to Improve

ESSA (Federal)

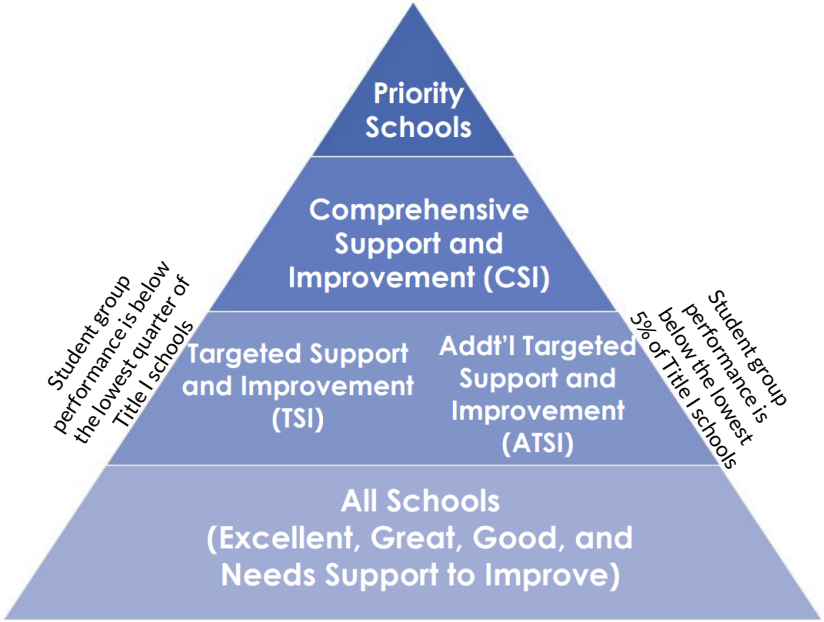


Federal Designations

- **No Designation**
- **TSI** (Targeted Support & Improvement)
- **ATSI** (Additional Targeted Support & Improvement)
- **CSI** (Comprehensive Support & Improvement)
- **Priority Schools**

Classifications and Designations





Classifications and designations are independent of one another.

State Classifications

	2025-2026	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021***
District	**Good**	Good	Good	Good	Needs Support	Good
Blumfield	**Good**	Good	Good	Good	Good	Good
Karen Western	**Good**	Great	Great	Great	Needs Support	Needs Support
Meadows	**Great**	Excellent	Excellent	Great	Great	Great
Mockingbird	**Great**	Good	Good	Good	Needs Support	Good
Seymour	**Great**	Great	Great	Excellent	Good	Good
Wildewood	**Good**	Good	Good	Excellent	Good	Good
Middle School	**Good**	Good	Good	Great	Needs Support	Good
High School	**Good**	Good	Good	Needs Support	Needs Support	Good

Federal Designations 2025

RALSTON PUBLIC SCHOOLS [28-0054-000]

District Summary of CSI/TSI/ATSI Schools & Groups

This table shows which schools are CSI and which schools have TSI or ATSI student groups within this district.

School Name	School Type	CSI Status	TSI Student Groups	ATSI Student Groups
BLUMFIELD ELEMENTARY SCHOOL	Elementary School	No	(None)	(None)
KAREN WESTERN ELEMENTARY SCH	Elementary School	No	(None)	(None)
MEADOWS ELEMENTARY SCHOOL	Elementary School	No	(None)	SPED
MOCKINGBIRD ELEMENTARY SCHOOL	Elementary School	No	(None)	(None)
RALSTON HIGH SCHOOL	High School	No	EL	(None)
RALSTON MIDDLE SCHOOL	Middle School	Yes	(None)	EL
SEYMOUR ELEMENTARY SCHOOL	Elementary School	No	(None)	(None)
WILDEWOOD ELEMENTARY SCHOOL	Elementary School	No	(None)	EL

Federal Designations 2026

School Name	School Type	CSI Status	ATSI Student Groups	TSI Student Groups
BLUMFIELD ELEMENTARY SCHOOL	Elementary School	No	**BL (2026), SPED (2026)**	None
KAREN WESTERN ELEMENTARY SCH	Elementary School	No	None	None
MEADOWS ELEMENTARY SCHOOL	Elementary School	No	None	None
MOCKINGBIRD ELEMENTARY SCHOOL	Elementary School	No	None	None
RALSTON HIGH SCHOOL	High School	No	**EL (2026)**	None
RALSTON MIDDLE SCHOOL	Middle School	**CSI-ATSI (2023)**	**HI (2026), EL (2019)**	None
SEYMOUR ELEMENTARY SCHOOL	Elementary School	No	None	None
WILDEWOOD ELEMENTARY SCHOOL	Elementary School	No	**BL (2026)**	None

Student Group Key:

AM = American Indian or Alaskan Native
AS = Asian
BL = Black or African American
HI = Hispanic
MU = Multiple Races
PI = Native Hawaiian or Other Pacific Islander
WH = White

EL = English Learner
FRL = Free or Reduced Price Lunch
SPED = Special Education

TENTATIVE* 2027 Legislative Session

January

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

February

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

March

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

April

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

May

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

June

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1 RECESS	2 RECESS	3 RECESS	4 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.

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

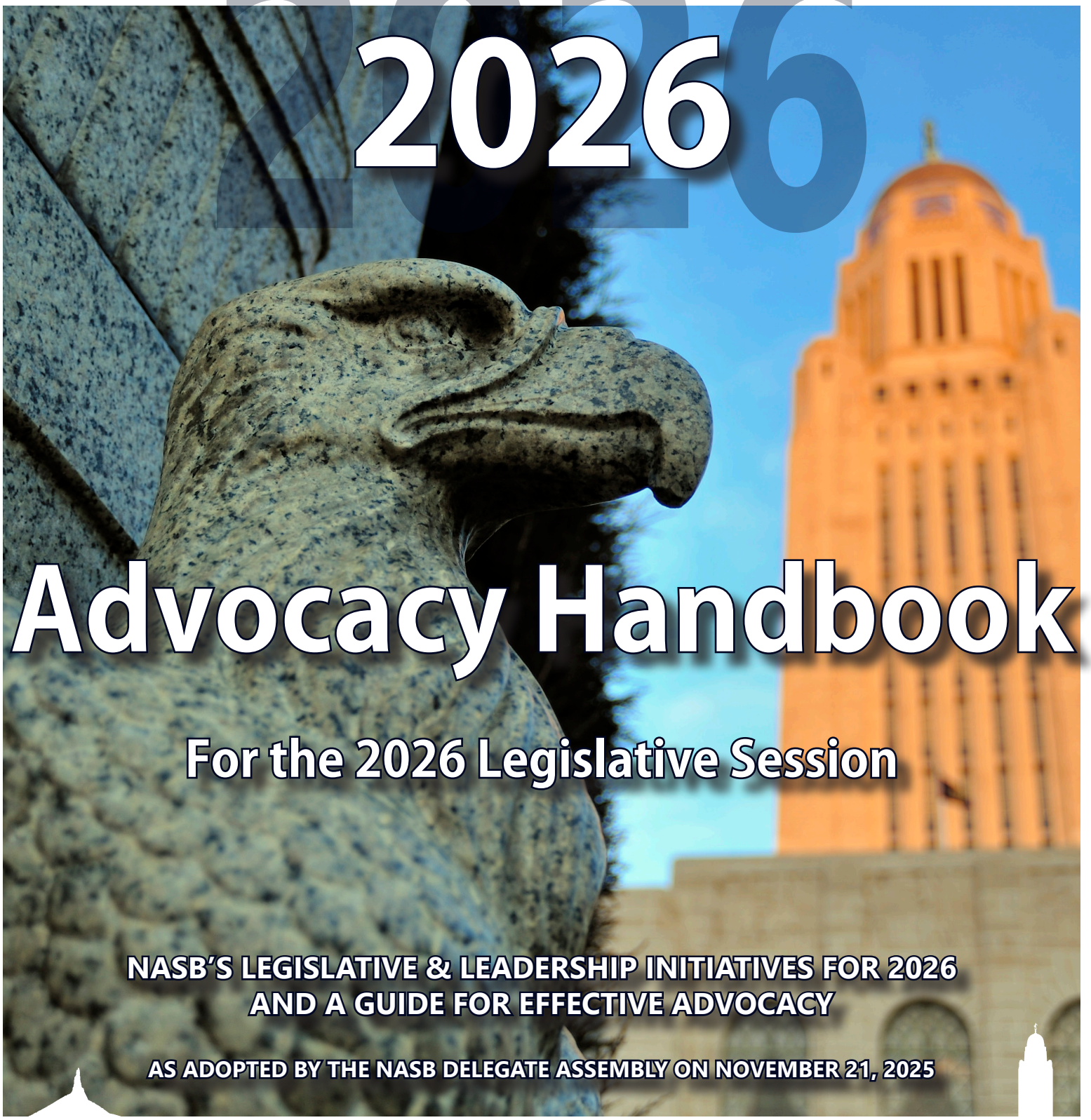
- **RPS will continue to cultivate a systems thinking approach to all school programs, business, and operations.**
- **RPS will continue to provide the needed resources that support the defined Board of Education strategic priorities.**
- **With a focus on equity, RPS will continue to refine and grow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

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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
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2026 YOUR ROLE IN ADVOCACY & ENGAGEMENT

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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.

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NASB POSITIONS QUICK GLANCE

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109TH LEGISLATURE, 2ND SESSION

The Nebraska Association of School Boards is the only state organization created by school board members to represent the interests of school board members.

Your Association's legislative agenda is initiated each year with the submission of local board proposals.

The NASB Legislation Committee reviews all proposals, and then submits its recommendations to the NASB Board of Directors.

The Board can then review and amend the submissions before presenting them to the NASB Delegate Assembly.

The Delegate Assembly gives each member school district a voice in shaping the agenda of NASB.

Standing Positions remain in effect until they are repealed by the Assembly.

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YOUR NASB STANDING POSITIONS

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

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

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

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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)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Nebraska Legislature:
www.nebraskalegislature.gov

Senators Web Pages:
www.nebraskalegislature.gov/senators

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

2026 YOUR 2026 NASB LEGISLATION COMMITTEE

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

109TH LEGISLATURE, 2ND SESSION



Committee Chair
Ed Swotek
Malcolm



NASB President
Stacy Jolley
Millard



NASB Secretary / Member 7
Suzanne Sapp
Ashland-Greenwood



Member 1
Jane Erdenberger
Omaha



Member 2
Kimara Snipes
Omaha



Member 3
Piyush Srivastav
Lincoln



Member 4
Mara Krivohlavek
Lincoln



Member 5
Marcus Madler
Papillion La Vista



Member 6
Beth Morrissette
Westside



Member 8
Amanda McGill Johnson
Millard



Member 9
Drew Blessing
Kearney



Member 10
Marla Grier
South Sioux City



Member 11
Doug Keener
Mitchell



Member 12
Gary Kubicek
Norris



Member 13
Steve Blocher
West Point



Member 14
Erick Lee
Arapahoe-Holbrook



Member 15
Jayson Bishop
Perkins County



Member 16
Mary Yilk
ESU 9



Appointed Member
Lisa Albers
Grand Island



Appointed Member
Skip Altig
North Platte



Appointed Member
Pam Holcomb
Broken Bow



Appointed Member
Mike Palmer
Sidney



Appointed Member
Jason Richters
Centennial



Appointed Member
Dan Scheer
St. Paul



Appointed Member
Jeremey Shuey
Plattsmouth



Appointed Member
Brad Wilkins
Ainsworth

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

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

2026

YOUR 2025-26 STATE SENATORS

Leadership Innovation Vision Engagement #liveNASB

109TH LEGISLATURE, 2ND SESSION


Sen. Bob Hallstrom
District 1 - Syracuse


Sen. Robert Clements
District 2 - Elmwood


Sen. Victor Rountree
District 3 - Bellevue


Sen. Brad von Gillern
District 4 -Elkhorn


Sen. Margo Juarez
District 5 - Omaha


Sen. Machaela Cavanaugh
District 6 - Omaha


Sen. Dunixi Guereca
District 7 - Omaha


Sen. Megan Hunt
District 8 - Omaha


Sen. John Cavanaugh
District 9 - Omaha


Sen. Wendy DeBoer
District 10 - Omaha


Sen. Terrell McKinney
District 11 - Omaha


Sen. Merv Riepe
District 12 - Ralston


Sen. Ashlei Spivey
District 13 - Omaha


Sen. John Arch
District 14 - Papillion


Sen. Dave Wordekemper
District 15 - Fremont


Sen. Ben Hansen
District 16 - Blair


Sen. Glen Meyer
District 17 - Pender


Sen. Christy Armendariz
District 18 - Omaha


Sen. Robert Dover
District 19 - Norfolk


Sen. John Fredrickson
District 20 - Omaha


Beau Ballard
District 21 - Lincoln


Sen. Mike Moser
District 22 - Columbus


Sen. Jared Storm
District 23 - David City


Sen. Jana Hughes
District 24 - Seward


Sen. Carolyn Bosn
District 25 - Lincoln


Sen. George Dungan
District 26 - Lincoln


Sen. Jason Prokop
District 27 - Lincoln


Sen. Jane Raybould
District 28 - Lincoln


Sen. Eliot Bostar
District 29 - Lincoln


Sen. Myron Dorn
District 30 - Adams


Sen. Kathleen Kauth
District 31 - Omaha


Sen. Tom Brandt
District 32 - Plymouth


Sen. Dan Lonowski
District 33 - Hastings


Sen. Loren Lippincott
District 34 - Central City


Sen. Dan Quick
District 35 - Grand Island


Sen. Rick Holdcroft
District 36 - Bellevue


Sen. Stan Clouse
District 37 - Kearney


Sen. Dave Murman
District 38 - Glenvil


Sen. Tony Sorrentino
District 39 - Elkhorn


Sen. Barry DeKay
District 40 - Niobrara

Sen. Dan McKeon
District 41 - Amherst

Sen. Mike Jacobson
District 42 - North Platte

Sen. Tanya Storer
District 43 - Whitman

Sen. Teresa Ibach
District 44 - Sumner

Sen. Rita Sanders
District 45 - Bellevue

Sen. Danielle Conrad
District 46 - Lincoln

Sen. Paul Strommen
District 47 - Sidney

Sen. Brian Hardin
District 48 - Gering

Sen. Bob Andersen
District 49 - Omaha

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

2026 LEGISLATIVE COMMITTEES

Committee on Committees Report
Standing Committees

Updated 01/13/2026

Agriculture (8)
Rm. 1023 – Tuesday
DeKay (C), Ibach (VC), Hansen, Holdcroft, Kauth, Raybould, Storm, Vacant

Appropriations (9)
Rm. 1003 – Monday, Tuesday & Rm. 1003 – Wednesday, Thursday, & Friday
Clements (C), Armendariz, (VC), Cavanaugh, M., Dorn, Dover, Lippincott, Prokop, Spivey, Strommen

Banking, Commerce and Insurance (8)
Rm. 1507 – Monday & Tuesday
Jacobson (C), Hallstrom (VC), Bostar, Dungan, Hardin, Riepe, von Gillern, Wordekemper

Business and Labor (7)
Rm. 1200 – Monday
Kauth (C), Sorrentino (VC), Hansen, Ibach, McKinney, Raybould, Vacant

Education (8)
Rm. 1525 – Monday & Tuesday
Murman (C), Hughes (VC), Conrad, Hunt, Juarez, Lonowski, Meyer, Sanders

General Affairs (8)
Rm. 1023 – Monday
Holdcroft (C), Cavanaugh, J. (VC), Andersen, Clouse, DeKay, Quick, Rountree, Storm

Government, Military and Veterans Affairs (8)
Rm. 1507 – Wednesday, Thursday, & Friday
Sanders (C), Andersen (VC), Cavanaugh, J., Guereca, Hunt, Lonowski, Vacant, Wordekemper

Health and Human Services (7)
Rm. 1510 – Wednesday, Thursday, & Friday
Hardin (C), Fredrickson (VC), Ballard, Hansen, Meyer, Quick, Riepe

Judiciary (8)
Rm. 1525 – Wednesday, Thursday, & Friday
Bosn (C), DeBoer (VC), Hallstrom, Holdcroft, McKinney, Rountree, Storer, Storm

Natural Resources (8)
Rm. 1023 – Wednesday, Thursday, & Friday
Brandt (C), DeKay (VC), Clouse, Conrad, Hughes, Juarez, Moser, Raybould

Nebraska Retirement Systems (6)
Rm 1525 – At call of Chair
Ballard (C), Sorrentino (VC), Clements, Conrad, Hardin, Juarez

Revenue (8)
Rm. 1524 – Wednesday, Thursday, & Friday
von Gillern (C), Jacobson (VC), Bostar, Dungan, Ibach, Kauth, Murman, Sorrentino

Transportation and Telecommunications (8)
Rm. 1510 – Monday & Tuesday
Moser (C), Ballard (VC), Bosn, Brandt, DeBoer, Fredrickson, Guereca, Storer

Urban Affairs (7)
Rm. 1200 – Tuesday
McKinney (C), Clouse (VC), Andersen, Cavanaugh, J., Quick, Rountree, Sorrentino

Select Committees

Committee on Committees (13)
Armendariz (C)

District 1:	*District 2:*	*District 3:*
Bosn	Cavanaugh, J.	Brandt
Bostar	Fredrickson	Ibach
Moser	Hunt	Jacobson
Sanders	Spivey	Murman

Enrollment and Review (1)
Guereca (C)

Reference (9)
Hansen (C), Ibach (VC), Arch, Ballard, Bostar, Dorn, Fredrickson, Jacobson, McKinney, Clements (nonvoting ex officio)

Rules (6)
Lippincott (C), DeBoer (VC), Bostar, Hansen, Ibach, Arch (ex officio)

Special Committees

Building Maintenance (6)
Hughes (C), Wordekemper (VC), Brandt, Clements, Dorn, Vacant

Education Commission of the States (3)
Hughes, Juarez, Lonowski

Executive Board of the Legislative Council (9)
Hansen (C), Ibach (VC), Arch, Ballard, Bostar, Dorn, Fredrickson, Jacobson, McKinney, Clements (nonvoting ex officio)

Justice Reinvestment Oversight (5)
Bosn (C), Cavanaugh, J., Holdcroft, Prokop, Rountree

Legislative Performance Audit (7)
Dorn (C), Jacobson (VC), Arch, Cavanaugh, M., Clements, Hansen, Riepe

Legislature's Planning Committee (9)
DeBoer (C), Strommen (VC), Arch, Bostar, Clements, Hansen, Holdcroft, Quick, Riepe,

Midwestern Higher Education Commission (2)
Cavanaugh, J., Hughes

State-Tribal Relations Committee (7)
Raybould (C), DeKay (VC), Guereca, Hunt, Meyer, Rountree, Spivey

Statewide Tourism and Recreation Water Access and Resource Sustainability (STAR WARS) (11)
Arch, Ballard, Bostar, Brandt, DeKay, Dover, Hansen, Holdcroft, Jacobson, Raybould, Strommen, von Gillern

Nebraska Council of School Administrators

Nebraska Legislature, Roster for 2027

(30 registered Republicans; 18 registered Democrats; 1 registered Independent)

Dist.	*Senator*	*Notes*	*Occupation*	*Hometown*
1	Hallstrom, Bob (R)	—	Attorney	Syracuse
2	Helmick, Dean (R)	(replaced Clements)	Retired, US Air Force	Plattsmouth
3	Rountree, Victor (D)	—	Senior Pastor	Bellevue
4	Maxwell-Ostdiek, Cindy (I)	(defeated von Gillern)	Small Business Owner	Omaha
5	Juarez, Margo (D)	—	Customer Service Professional	Omaha
6	Leahy, Patrick (D)	(replaced M. Cavanaugh)	CEO Firstar Fiber	Omaha
7	Guereca, Dunixi (D)	—	Nonprofit Executive Director	Omaha
8	Feichtinger, Erin (D)	(replaced Hunt)	Policy Consultant/Program Coordinator	Omaha
9	Cavanaugh, John (D)	—	Attorney	Omaha
10	Johnson, Cindy (D)	(replaced DeBoer)	Audiologist	Omaha
11	McKinney, Terrell (D)	—	Land Justice Director	Omaha
12	Knorr, Christy (D)	(defeated Riepe)	Hospice Nurse	Omaha
13	Spivey, Ashlei (D)	—	Nonprofit Executive Director	Omaha
14	Bowes, Bill (R)	(replaced Arch)	Retired Fire Chief	LaVista
15	Wordekemper, Dave (R)	—	Firefighter/Paramedic	Fremont
16	Japp, Ted (R)	(replaced Hansen)	Retired Chiropractor	Blair
17	Meyer, Glen (R)	—	Retired Farmer/Businessman	Pender
18	Goldoni, Jess (D)	(replaced Armendariz)	Small Business Owner	Omaha
19	Dover, Robert (R)	—	Realtor	Norfolk
20	Fredrickson, John (D)	(re-elected)	Clinical Social Worker	Omaha
21	Ballard, Beau (R)	—	Business Owner	Lincoln
22	Brunswick, Dawson (R)	(replaced Moser)	President - Columbus Area COC	Columbus
23	Storm, Jared (R)	—	Small Business Owner	David City
24	Hughes, Jana (R)	(re-elected)	Substitute Teacher/Exercise Instructor	Seward
25	Bosn, Carolyn (R)	—	Attorney/Business Owner	Lincoln
26	Dungan, George (D)	(re-elected)	Deputy Public Defender	Lincoln
27	Prokop, Jason (D)	—	Nonprofit Executive Director	Lincoln
28	Pansing Brooks, Patty (D)	(replaced Raybould)	Attorney	Lincoln
29	Bostar, Eliot (D)	—	Nonprofit Executive	Lincoln
30	Ideus, Cally (R)	(replaced Dorn)	Insurance Broker	Filley
31	Kauth, Kathleen (R)	—	Mediator	Omaha
32	Schoenrock, Mark (R)	(replaced Brandt)	Jefferson County Commissioner	Diller
33	Lonowski, Dan (R)	—	Retired Teacher	Hastings
34	Lippincott, Loren (R)	(re-elected)	Farmer	Central City
35	Quick, Dan (D)	—	Retired GI Utilities Department	Grand Island
36	Holdcroft, Rick (R)	(re-elected)	Retired	Bellevue
37	Clouse, Stan (R)	—	Retired	Kearney
38	Anderson, Tim (R)	(replaced Murman)	Mayor of Sutton/Farmer	Sutton
39	Sorrentino, Tony (R)	—	Attorney	Elkhorn
40	DeKay, Barry (R)	(re-elected)	Farmer/Rancher	Niobrara
41	Johnson, Joe (R)	(special election; Fred Meyer's seat)	VP of Olsson/Small Business Owner	Buffalo County
42	Jacobson, Mike (R)	(re-elected)	Bank CEO/Farmer	North Platte
43	Storer, Tanya (R)	—	Rancher	Whitman
44	Ibach, Teresa (R)	(unopposed; re-elected)	Farmer/Rancher	Sumner
45	Sanders, Rita (R)	—	Real Estate Developer	Bellevue
46	Conrad, Danielle (D)	(unopposed; re-elected)	Attorney	Lincoln
47	Strommen, Paul (R)	—	Small Business Owner	Sydney
48	Hardin, Brian (R)	(re-elected)	Business Consultant	Gering
49	Andersen, Bob (R)	—	Small Business Owner	Omaha

DELIVERABLES

ALUMNI OVERVIEW OF PORTFOLIO
SCHOLARSHIPS AND LEGACY GRANTS
RALSTON SCHOOLS FOUNDATION

Endowed Scholarships Legacy Grant Endowments	Need / Merit Based Endowments	Date Created	Year Endowed	Charitable Giving Category*	Estimated Number to be Awarded in 2027	Estimated Amount to be Awarded in 2027	Scholarship and Legacy Grant Focus	Alumni Matching Challenge**	Ralston Schools Foundation Website***	NCF/RSF Endowment Website***	Targeted Donor Priority****
Hal E. Kronberg Memorial Endowed Scholarship	Merit	2005	2005	Heritage	1	$3,600	Honor Students	In honor of Ralston students, educators, and staff, over $100,000 was donated to the Ralston Schools Foundation during the 2026 Alumni Matching Challenge to fund multiple scholarship and legacy grant endowed accounts.	🔴	🟢	Undermined
Mickey Looney Team Spirit Endowed Scholarship	Merit	2020	2023	Legacy	1	$2,000	Looking Beyond Self to Serve Others		🔴	🟢	Undermined
Harry Weichel Educators Endowed Scholarship	Merit	2023	2023	Legacy	1	$1,500	Post-Graduate Studies for Educators		🔴	🟢	Undermined
RAM Forever STEM Endowed Scholarship	Merit	2024	2024	Capstone	3	$6,000	Science, Technology, Engineering, and Mathematics		🔴	🟢	M
RAM Stepping Stones Endowed Scholarship	Need / Merit	2024	2024	Heritage	Multiple	$2,500	Dual College Credit AP Exams		🔴	🟢	H
Jerry Chalupa Legacy of Music Endowed Scholarship	Merit	2024	2025	Legacy	1	$2,000	Musical Education, Composition, and Performance		🔴	🟢	Undermined
RAM Young Scholars' Endowed Scholarship	Merit	2025	2025	Heritage	3	$1,500	Young Scholars		🔴	🟢	H
Virginia C. Grogan Fine Arts Endowed Scholarship	Merit	2025	2025	Legacy	1	$1,000	Fine Arts		🔴	🟢	Undermined
Jan Rowley Memorial Endowed Scholarship	Merit	2024	2026		1	$4,000	Future Educators		🔴	🔴	Undermined
Keith Gilliland Aspiring Teachers Endowed Scholarship	Merit	2025	2026	Legacy	1	$1,000	Future Teachers		🔴	🟢	Undermined
RAM Spirit of '62 Skilled Trades Endowed Scholarship	Merit	2026	2026	Heritage	2	$2,000	Skilled Trades		🔴	🔴	H
RHS Class of 1968 Honor Veterans (Endowed) Scholarship	Merit	2026		Gateway	1	$1,000	College Track Skilled Trades Track		🟢		H
RAM Family Match (Proposed) Scholarship	Need	2026					Fund Raising Match for Scholarship Endowment Accounts				
Bob Mackie Sports Leadership Grant Endowment	Need	2024	2025	Legacy	Multiple	$1,275	Sports Leadership		🟢	🟢	Undermined
Bill Ruf Legacy of Caring Grant Endowment	Need	2024	2025	Legacy	Multiple	$1,000	Students in Need		🟢	🟢	Undermined
RAM Personal Finance Grant Endowment	Need	2024	2024	Legacy	Multiple	$1,200	Money Management Financial Literacy		🔴	🟢	H
RAM Tennis Forever Grant Endowment	Need	2024	2025	Legacy	Multiple	$1,200	Promote / Develop the Growth of Tennis		🔴	🟢	H

Charitable Giving Categories*
Capstone: $100,000 and above
Heritage: $50,000 to $99,999
Legacy: $25,000 to $49,999
Gateway: $10,000 to $24,999

Alumni Matching Challenge**
Purpose: Grow/Endow
Scope: Matching Gifts up to $72,000
Coverage: Merit-based/Needs-based
Timeline: January 2026

Websites***
RSF Endowed Scholarships: https://www.ralstonschoolsfoundation.org/scholarships.html
RSF Legacy Grants: https://www.ralstonschoolsfoundation.org/legacy-grants.html
NCF/RSF: https://www.nebcommfound.org/give/Ralston-schools-foundation-fund/
Donor Impact: https://www.nebcommfound.org/realize-dreams/donor-impact/

Donor Priorities****
(H) High: Current or future funding is a priority
(M) Medium: Increase scholarship/grant numbers and amounts
(L) Low: Long term funding secured
Statistics: https://nonprofitssource.com/online-giving-statistics/

RALSTON SCHOOLS FOUNDATION
CONFLICT OF INTEREST POLICY

ARTICLE I
PURPOSE

The purpose of this Policy is to protect the interests of Ralston Schools Foundation ("Corporation") when it is contemplating entering into a business transaction or other arrangement that might, directly or indirectly, benefit the private interests of an Officer, Director or Key Employee of Corporation. This Policy is intended to supplement, but not replace, any federal and state laws governing a Conflict of Interest applicable to nonprofit and charitable organizations.

ARTICLE II
DEFINITIONS

Unless the context requires otherwise, all capitalized words used herein shall have the meanings set forth below. Any term not specifically defined in this Policy shall have the meaning given to it in the IRS Instructions for Form 990, Return of Organization Exempt From Income Tax.

1. "Board" means the Board of Directors of Corporation.

2. "Conflict of Interest" means the existence of a Financial Interest which may be viewed by third parties as influencing the way in which the Interested Person votes or otherwise responds to matters affecting Corporation, due to possible financial benefits or other considerations. This condition may exist even if the Interested Person does not commit any overt act.

3. "Corporation" means Ralston Schools Foundation, a Nebraska nonprofit corporation.

4. "Director" means any member of the Board and any committee thereof. Without limiting the application of the foregoing, each of the individuals identified as a Director on the attached Exhibit A shall be considered a "Director." Exhibit A shall be updated as needed to reflect the current Directors.

5. "Family Member" means the Interested Person's spouse, ancestors, siblings, children, grandchildren, and great-grandchildren, and the spouses of such siblings, children, grandchildren and great-grandchildren.

6. "Financial Interest" means any instance where an Interested Person, Family Member or Related Business, directly or indirectly, has or immediately after the contemplated action will have:

a. An ownership or other investment interest in any entity with which Corporation has engaged in a business transaction or other financial arrangement; or

b. A compensation or other remuneration arrangement (i.e., including the receipt of gifts or favors that are not insubstantial in nature) with Corporation or with any entity

or individual with which Corporation has engaged in a business transaction or other financial arrangement;

c. A potential ownership or other investment interest in, or compensation arrangement with, any entity or individual with which Corporation is negotiating entering into a business transaction or other financial arrangement; or

d. Any other business transaction or arrangement whereby such person stands to benefit financially from Corporation or from any individual or entity with which Corporation has engaged in a business transaction or other arrangement. Notwithstanding the foregoing, an Officer, Director or Key Employee shall not be deemed to have a Financial Interest solely by reason of his or her service as a member of the Board of Education of Ralston Public Schools, or his or her employment by, or receipt of compensation in the ordinary course from, the District, with respect to any grant, gift, transfer or other arrangement between Corporation and the District made in furtherance of Corporation's charitable purposes; provided, however, that this exception shall not apply to any transaction or arrangement that would confer a benefit on such individual, his or her Family Members or Related Businesses other than in his or her capacity as a District official or employee.

7. "Interested Person" means (i) any Officer, Director or Key Employee who has a direct or indirect Financial Interest in the business transaction or other arrangement at issue, and (ii) any Officer, Director or Key Employee who has a Family Member or Related Business with a direct or indirect Financial Interest in the business transaction or other arrangement at issue.

8. "Key Employee" means any employee who meets all three of the following tests:

a. $150,000 Test. The employee receives "reportable compensation" from Corporation and all related organizations in excess of $150,000 for the calendar year ending with or within Corporation's tax year. Reportable compensation is compensation that is reported on Form W-2, box 5 or box 1 if the employee's compensation is not reported in box 5, or Form 1099-NEC, box 1 (or Form 1099-MISC, as applicable), filed for the calendar year ending with or within Corporation's tax year;

b. Responsibility Test. The employee:

i. has responsibility, powers, or influence over Corporation as a whole that is similar to those of officers and directors;

ii. manages a discrete segment or activity of Corporation that represents 10% or more of the activities, assets, income, or expenses of Corporation, as compared to Corporation as a whole; or

iii. has or shares authority to control or determine 10% or more of Corporation's capital expenditures, operating budget, or compensation for employees; and

c. Top 20 Test. The employee is one of the twenty (20) employees (that satisfy the $150,000 Test and Responsibility Test) with the highest reportable compensation from Corporation and related organizations for the calendar year ending with or within Corporation's tax year.

Without limiting the application of the foregoing, each of the individuals identified as a Key Employee on the attached Exhibit A, shall be considered a “Key Employee.” Exhibit A shall be updated as needed to reflect the current Key Employees.

9. "Officer" means the President, each Vice President (including the President-Elect), the Secretary, the Treasurer, any Assistant Secretary or Assistant Treasurer, the Executive Director, and such other officers as may be appointed or elected by the Board, from time to time, to manage Corporation’s daily operations. Without limiting the application of the foregoing, each of the individuals identified as an Officer on the attached Exhibit A, shall be considered an “Officer.” Exhibit A shall be updated as needed to reflect the Current Officers.

10. “Policy” means this Conflict of Interest Policy.

11. “Related Business” means any entity with which an Interested Person and/or one or more Family Members are closely associated, including any entity in which such designated individual and/or Family Members: (i) directly or indirectly, have or control a thirty-five percent (35%) or greater ownership interest or (ii) are then-serving as an officer, director, trustee or key employee, or (iii) are a partner or member with an ownership interest in excess of five percent (5%) if the entity is treated as a partnership, or (iv) are a shareholder with an ownership interest in excess of five percent (5%) if the entity is a professional corporation.

ARTICLE III
POLICY

It is the policy of Corporation that no Interested Person, nor any Family Member or Related Business thereof, shall obtain an improper personal benefit or advantage as a result of the Interested Person’s status as an Officer, Director or Key Employee of Corporation. It is likewise the policy of Corporation that, to the extent possible, each Interested Person and the Family Members and Related Businesses thereof should avoid the appearance of a Conflict of Interest. Corporation therefore requires that each Interested Person follow the protocol set forth in this Policy upon becoming aware of a transaction, situation or occurrence which he/she knows or should know may constitute an actual or potential Conflict of Interest. Such transactions, situations or occurrences are too numerous to be fully described in this Policy. They may be as obvious as holding a position of control (*e.g.*, as an officer, director or consultant) or having a substantial ownership interest in an entity that provides or proposes to provide goods or services to Corporation. Alternatively, such transactions may be as subtle as accepting gifts, excessive entertainment or other favors from any entity that does or is seeking to do business with, or is a competitor of, Corporation or who could otherwise profit from information available to the Interested Person which is not publicly known. It is also a Conflict of Interest for an Interested Person to disclose or use information relating to Corporation’s business for the personal profit or advantage of the Interested Person, his/her Family Members or Related Businesses.

In addition, for so long as Corporation is classified as a supporting organization under Section 509(a)(3) of the Internal Revenue Code, Corporation shall not make (i) any grant, loan, payment of compensation or similar payment to a substantial contributor to Corporation, a family member of a substantial contributor, or a thirty-five percent (35%) controlled entity of any of the foregoing, or (ii) any loan to a disqualified person, in each case as such terms are defined in Section 4958 of the Internal Revenue Code and the regulations thereunder, except to the extent such payment or loan is permitted under Section 4958 without constituting an excess benefit transaction.

ARTICLE IV
PROCEDURES

1. Duty to Disclose

Immediately upon becoming aware of a transaction, situation or occurrence which the Interested Person knows may constitute an actual or potential Conflict of Interest, the Interested Person must disclose the existence and nature of the Conflict of Interest and all material facts to the Board. The Interested Person shall make such disclosure, in writing, to the President of Corporation or, if the President is the Interested Person, to the Vice President.

2. Determining Whether a Conflict of Interest Exists

The President (or, if the President is the Interested Person, the Vice President) shall present the nature of the actual or potential Conflict of Interest and all material facts pertaining thereto at a regular or special meeting of the Board. The Interested Person shall make himself/herself available at the meeting to answer any questions the Board may have. After the Board has an opportunity to ask questions of the Interested Person, he or she shall leave the meeting while the Board decides if a Conflict of Interest exists. If the Board determines the relevant Financial Interest, in fact, creates a Conflict of Interest, the Board shall follow the procedures set forth in Section 3 of this Article in deciding whether to enter into the particular transaction or arrangement that could benefit the Interested Person.

3. Procedures for Addressing the Conflict of Interest

a. An Interested Person may make a presentation at the Board meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the Conflict of Interest.

b. The President (or, if the President is the Interested Person, the Vice President) shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board shall determine whether Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a Conflict of Interest.

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a Conflict of Interest, the Board shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

4. Violations of the Conflict of Interest Policy

a. If the Board has reasonable cause to believe that an Interested Person has failed to disclose an actual or potential Conflict of Interest, it shall inform the Interested Person of the basis for such belief and afford him/her an opportunity to explain the alleged failure to disclose.

b. If, after hearing the response of the Interested Person and making such further investigation as may be warranted in the circumstances, the Board determines that the Interested Person has, in fact, failed to disclose an actual or potential Conflict of Interest, it shall take appropriate disciplinary and corrective action. Such action may include, without limitation and in the Board's discretion, requesting the resignation of the Interested Person or terminating some or all of such Interested Person's positions with Corporation, regardless of whether any such position is voluntary, appointed, elected or obtained through his/her employment with Corporation.

ARTICLE V
RECORDS OF PROCEEDINGS

The minutes of the Board meeting shall contain the following:

1. The names of the Interested Persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or potential transaction or arrangement, the nature of the Financial Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's decision as to whether a Conflict of Interest in fact existed.

2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

ARTICLE VI
COMPENSATION

An Interested Person who receives compensation, directly or indirectly, from Corporation for services is precluded from voting, as a member of the Board, on matters pertaining to that Interested Person's compensation; provided, however, that such Interested Person shall not be prohibited from providing information relevant to setting reasonable compensation.

ARTICLE VII
ANNUAL STATEMENTS

Each Interested Person shall annually be provided and complete a Conflict of Interest Questionnaire to disclose interests that could give rise to a Conflict of Interest. A sample Questionnaire can be found on Exhibit B. In addition, such Questionnaire shall contain a statement which affirms that such person:

a. received a copy of this Policy,

b. read and understands this Policy,

c. agrees to comply with this Policy, and

d. understands that Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Failure by any Interested Person to complete a Conflict of Interest Questionnaire may result in the Board taking appropriate disciplinary and corrective action. Such action may

include, without limitation and in the Board's discretion, requesting the resignation of the Interested Person or terminating some or all of such Interested Person's positions with Corporation, regardless of whether any such position is voluntary, appointed, elected or obtained through his/her employment with Corporation.

ARTICLE VIII
PERIODIC REVIEWS

To ensure that Corporation operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted by such persons as the Board shall designate, in its sole discretion. The periodic reviews shall, at a minimum, address whether transactions and arrangements into which Corporation enters are reasonable and the result of arm's-length bargaining, conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further Corporation's charitable purposes and do not result in a Conflict of Interest. In conducting the periodic reviews, Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for properly conducting and completing periodic reviews.

CERTIFICATION

The undersigned, as duly elected and acting Secretary of Corporation, hereby certifies that the foregoing Conflict of Interest Policy was duly adopted by the Board on _____, 2026.

_____

_____, Secretary

EXHIBIT "A"

DIRECTORS, OFFICERS AND KEY EMPLOYEES

Directors:	Carrie Hough, Board of Education appointee Robin Richards, Board of Education appointee Jason Buckingham,Superintendent / Executive Director [Names of at-large Directors] [Name], Executive Committee staff member (if not a Director)
Officers:	
President	Melissa Yost
Vice President / President-Elect	Jeff Joyous Journey
Secretary	Jill Klich
Treasurer	Scott Keep
Executive Director	Jason Buckingham
Key Employees:	Ashley Nodgaard

EXHIBIT "B"

CONFLICT OF INTEREST QUESTIONNAIRE

In compliance with the Conflict of Interest Policy ("Policy") of Ralston Schools Foundation ("Corporation"), I hereby declare the following:

1. I am a director, officer (including the Executive Director), key employee, and/or member of a committee of the Corporation having governing board delegated powers;

2. I have received a copy of the Policy;

3. I have read and understand the Policy;

4. I agree to comply with the Policy; and

5. I understand that the Corporation is charitable in nature and in order to maintain its federal tax exemption, the Corporation must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

In addition, with respect to conflict of interests (as defined in the Policy), I hereby declare as follows (***select and initial one***):

____ I am **not** aware of any relationship, interest or situation involving my family or myself that might result in or give the appearance of being a conflict of interest between me and/or my family and the Corporation. Initials: _____

OR

____ I am aware of potential facts, circumstances or relationships that could result in an actual, apparent or potential conflict of interest between me and/or a member of my family and the Corporation, the specifics of which are disclosed below: Initials: _____

_____
_____
_____
_____
_____
_____
_____

Date: _____

_____
Signature

_____
Printed Name

RALSTON SCHOOLS FOUNDATION
DOCUMENT RETENTION AND DESTRUCTION POLICY

ARTICLE I
PURPOSE

The purpose of the Document Retention and Destruction Policy is to provide a routine and orderly process for disposing of electronic and paper documents that do not need to be retained for legal or operational reasons. Ralston Schools Foundation (the "Corporation") also seeks to retain certain materials for extended periods of time. Accordingly, the Corporation has adopted policies designed to provide a regularly scheduled process for retaining or disposing of materials. This policy is intended to supplement but not replace any applicable federal and state laws governing document retention and destruction. The Secretary shall serve as custodian of the Corporation's records and shall be responsible for administering this policy, and may delegate such responsibilities to employees of the Ralston Public Schools as permitted by the Corporation's Bylaws.

ARTICLE II
DOCUMENT RETENTION

1. The Corporation shall permanently keep, either electronically or on paper, the following documents:

- Organizational documents
  - Articles of incorporation
  - By-laws and any changes/updates made to them

- Tax documents
  - Tax returns
  - Audit records
  - State documents regarding the Corporation's tax status

- Correspondence with the IRS
  - Application for exemption
  - Determination letter

- Legal correspondence
  - Opinion letters
  - Less formal correspondence relating to how transactions were structured and why particular courses of action were taken

- Property records
- Insurance policies
- Records relating to pensions and other retirement plans
- Board minutes, including any adopted resolutions
- Board succession documents
- Annual reports and other published summaries of the Corporation
- Gift agreements, endowment and fund agreements, and other documents evidencing donor restrictions on restricted or endowed funds

2. The Corporation shall keep, either electronically or on paper, the following documents for the time period indicated:

- Documents relating to grants – should be kept for at least the period during which a Corporation might be audited on tax returns (seven years)

- For grants made to domestic public charities, evidence that the grantee was a tax-exempt public charity – either the charity's determination letter or a notation that someone checked the IRS's Tax Exempt Organization Search (formerly the Cumulative List of Charitable Organizations, Publication 78) (seven years)

- For grants and transfers made to the Ralston Public Schools or another governmental unit, documentation of the grant and evidence that it was made for exclusively public purposes (seven years)

- Ample evidence to demonstrate that a grant was intended and used for charitable purposes (pre-grant investigations, grant agreements, follow-up reports) (seven years)

- Purchases of investment assets – need to be kept until the assets are sold or otherwise disposed of and for the duration of the audit period for the tax return on which the transaction is reported (seven years)

- Records regarding Corporation transactions (i.e., purchases of office equipment) need not be kept beyond the time necessary for tax reporting and the audit period that follows (seven years)

- Contracts for services should be kept for the tax reporting purposes and the audit period that follows (seven years)

- Records of efforts to comply with the various disclosure rules in the Internal Revenue Code (regarding provision of goods and services to donors) until the expiration of the audit period relating to the gift or solicitation campaign

- Written acknowledgments provided to donors for contributions of $250 or more, and records of noncash contributions (seven years)

- Personnel records

    - Wage and various federal employment tax records are generally kept for four years

    - Form I-9 must be kept for three years after the date of the employee's hiring or one year after the employee's termination, whichever is later

3. The Corporation may discard at its discretion requests for grant guidelines and rejected grant proposals.

ARTICLE III
DOCUMENT DESTRUCTION

Anything in this policy to the contrary notwithstanding, in no event shall any document be destroyed, regardless of the age of the document, if the Corporation has knowledge that there may be a state or federal civil or criminal investigation of any kind related to said document. In addition, no document shall be destroyed if the Corporation has knowledge that litigation involving the Corporation and relating to said document is pending or reasonably anticipated.

ARTICLE IV
CERTIFICATION

The undersigned, as duly elected and acting Secretary of Corporation, hereby certifies that the foregoing Document Retention and Destruction Policy was duly adopted by the Board effective _____, 2026.

_____

_____, Secretary

AMENDED AND RESTATED BYLAWS
OF
RALSTON SCHOOLS FOUNDATION

ARTICLE I
MISSION STATEMENT

The Ralston Schools Foundation (the "Corporation") supports projects and partnerships that enhance educational opportunities in the Ralston Public Schools (the "District"), which is a political subdivision of the State of Nebraska.

ARTICLE II
OFFICES

The principal office of the Corporation in the State of Nebraska shall be at 8545 Park Drive in the City of Ralston, Douglas County, Nebraska. The Corporation shall have and continuously maintain in the State of Nebraska a registered office and a registered agent as required by the Nebraska Nonprofit Corporation Act.

ARTICLE III
MEMBERS

This Corporation shall not have members.

ARTICLE IV
BOARD OF DIRECTORS

Section 1. **General Powers.** All the affairs of the Corporation shall be managed by its Board of Directors.

Section 2. **Number of Directors.** The number of directors shall be as determined from time to time by the District's Board of Education (the "Board of Education"); provided, however, there shall be no fewer than ten (10) nor more than twenty-five (25) directors serving from time to time on the Board of Directors. The President of the Board of Education shall appoint two members of the Board of Education to serve one-year terms on the Corporation's Board of Directors, one of which shall serve on the Board of Directors at the pleasure of the President of the Board of Education and who may be removed and replaced at any time by the acting President of the Board of Education. The Superintendent of the District (the "Superintendent") shall automatically serve on the Board of Directors during his or her tenure as Superintendent. The remaining directors, designated herein as the "at-large" directors, shall be elected in accordance with the procedure set forth in Section 3 of this Article.

Section 3. **Manner of Selection and Term of At-Large Directors.** The at-large directors shall be elected or appointed by majority vote of the Foundation Board of Directors. The terms of the current at-large directors shall be three-year terms and shall be automatically renewed, with the exception of officers, whose terms will extend automatically to the end of their term as an officer, including any term in an office to which the officer accedes under Article V, Section 2 of these Bylaws.

Section 4. **Resignation.** A director may resign at any time by giving written notice to the Secretary of the Corporation. Such resignation shall take effect at the time specified therein or, if no time is specified, then upon receipt of the resignation by the Secretary of the Corporation, and unless otherwise specified therein, acceptance of such resignation shall not be necessary to make it effective.

Section 5. **Removal.** The Board of Directors may remove any director, with or without cause, by the vote of two-thirds (2/3) of the directors then in office, whenever, in its judgement, the best interest of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the director so removed.

Section 6. **Vacancies.** Any vacancy occurring on the Board of Directors, for any reason, shall be filled by majority vote of the Foundation Board of Directors. A director selected to fill a vacancy shall serve for the unexpired term of his or her predecessor.

Section 7. **Annual Meeting.** The annual meeting of the Board of Directors shall be held, without further notice than this Bylaw, no later than August 31st of each year, following the end of the Corporation's fiscal year.

Section 8. **Meetings and Special Meetings.** The Board of Directors shall call no fewer than four meetings each calendar year, occurring quarterly. Special meetings of the Board of Directors may be called by or at the request of the President or any two directors. The person or persons authorized to call a special meeting of the Board of Directors may fix the time and place of any such meetings.

Section 9. **Quorum.** The act of a majority of the directors present shall constitute a quorum for the transaction of business at any meeting of the Board of Directors where not less than one third of the directors in office are present. The Board of Directors may continue to transact business during a meeting at which a quorum is initially present, notwithstanding the withdrawal of Directors, if any action is approved by at least a majority of the required quorum for that meeting. Those Directors participating by telephone shall be considered present for determining if a quorum is present for any meeting. No Director shall be allowed to vote by proxy.

Section 10. **Notice.** Written notice of any meeting of the Board of Directors shall be given at least two (2) days previous thereto and shall be delivered personally or sent by electronic mail or postal mail to each director at his or her address as shown by the records of the Corporation; provided, however, because the Corporation has no members, any action of the Board of Directors to remove a director or to approve a matter which would require approval by members pursuant to the Nebraska Nonprofit Corporation Act if the Corporation had members shall not be valid unless each director is given at least seven (7) days' prior written notice that the matter will be voted upon at a Board of Directors' meeting or unless notice thereof is properly waived. Neither the business to be transacted at, nor the purpose of, any special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting; provided, however, in the event any matter which would require approval by members of the Corporation under the Nebraska Nonprofit Corporation Act if the Corporation had members will be voted upon at the special meeting of the Board of Directors, including, without limitation, the removal of a director, the notice of the special meeting at which such matter will be voted upon shall specify that such matter will be voted upon at the special meeting.

Section 11. **Compensation.** Directors as such shall not receive any stated salaries for their services.

Section 12. **Action Without a Meeting.** Any action permitted or required to be taken at a meeting of the Board of Directors may be taken without a meeting if a consent in writing or by electronic mail, setting forth the action so taken, shall be signed or submitted by a majority of the directors. Such consent shall have the same effect as a unanimous and/or majority vote and may be described as such in any document. The consent may be executed by the directors in counterparts.

Section 13. **Participation in Meetings by Telephone Conference.** Directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

ARTICLE V
OFFICERS

Section 1. **Officers.** The officers of the Corporation shall be a President, a Vice President, who shall also serve as President-Elect (the "Vice President"), a Secretary, a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board of Directors may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, and such officers to have the authority and perform the duties prescribed, from time to time, by the Board of Directors. No director may hold two Corporation offices within the Corporation at the same time. No member of the Board of Education may serve as an officer for the Corporation. Nor may the Superintendent serve as an officer of the Corporation. Each of the President, the Vice President, the Secretary and the Treasurer shall be an at-large director of the Corporation.

Section 2. **Election and Term of Office; Officer Succession.** The officers of the Corporation shall be elected or shall accede to office as follows:

(a) Term. Each officer shall serve a term of two (2) years, beginning at the close of the annual meeting of the Board of Directors at which he or she is elected or accedes to office and ending at the close of the annual meeting held two (2) years later, or until his or her successor has been elected or has acceded to office.

(b) Election. The Board of Directors shall elect the Secretary, the Treasurer, the Vice President and any other officers biennially at the annual meeting of the Board of Directors. The President shall not be elected but shall accede to office under subsection (c), except as provided in subsection (d) and Section 4 of this Article.

(c) Officer Succession. The officers of the Corporation shall advance through the following succession: [the Secretary shall advance to] the office of Vice President and President-Elect, and the Vice President shall advance to the office of President. Upon completing a two-year term as Vice President, the Vice President shall automatically accede to the office of President for a two-year term. No further vote of the Board of Directors shall be required for any such succession.

(d) Exceptions. If an officer who would otherwise accede to the next office under subsection (c) is unable or unwilling to accede, has been removed from office under Section 3 of this Article, or is no longer a director of the Corporation, the Board of Directors shall elect a qualified director to fill the office that would otherwise have been filled by succession.

(e) Treasurer. The Treasurer shall not be part of the officer succession and may be re-elected to successive terms.

(f) New Offices. New offices may be created and filled at any meeting of the Board of Directors.

(g) Transition. Service as Vice President before the adoption of these Amended and Restated Bylaws shall count toward the two-year term described in subsection (c). The individual serving as Vice President upon adoption of these Amended and Restated Bylaws shall accede to the office of President at the close of the annual meeting.

Section 3. **Removal.** Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgement, the best interest of the Corporation would be served thereby. Any such removal of an officer shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

Section 4. **Vacancies.** A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by the Board of Directors for the unexpired term of his or her predecessor; provided, however, that (a) if the office of President becomes vacant, the Vice President shall accede to the office of President for the unexpired term and shall continue to serve as President for the full two-year term that would otherwise have followed his or her term as Vice President, and the Board of Directors shall elect a director to fill the resulting vacancy in the office of Vice President for the unexpired term, who shall be eligible for election to a full term as Vice President; and (b) if the office of Vice President becomes vacant other than under clause (a), the director elected to fill the vacancy shall accede to the office of President upon expiration of the unexpired term in accordance with Section 2 of this Article, unless the Board of Directors determines otherwise at the time of such election.

Section 5. **President.** The President shall be the principal executive officer of the Corporation and shall, in general, supervise and control all of the business affairs of the Corporation. The President shall preside at all meetings of the Board of Directors and may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws or by statute to some other officer or agent of the Corporation. Additionally, the President shall, in general, perform all duties incident to the office and such other duties as may be prescribed by the Board of Directors from time to time. The President is responsible for assuring that the Treasurer is bonded as prescribed in Section 7 of this Article.

Section 6. **Vice President and President-Elect.** In the absence of the President or in the event of his or her inability or refusal to act, the Vice President shall perform the duties of the President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall also perform such duties as from time to time may be assigned to him or her by the President or the Board of Directors. The Vice President shall also serve as President-Elect and shall automatically accede to the office of President upon completing a two-year term as Vice President, as provided in Section 2 of this Article.

Section 7. **Treasurer.** The Treasurer shall be the Chief Financial Officer of the Corporation and, as such, shall supervise and monitor the accounting and treasury functions of

the Corporation, and shall also serve as the Corporation's liaison for the audit of the Corporation. The Treasurer shall perform such other duties as may from time to time be assigned to him or her by the Board of Directors. The processing of payroll and invoices and the preparation of the quarterly and yearly financial documents may be delegated to employees of the Ralston Public Schools.

Section 8. **Secretary.** The Secretary shall: (a) keep the minutes of all meetings of the Board of Directors; (b) keep a register of the post office address of each director which shall be furnished to the Secretary by such director; (c) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (d) serve as the custodian of the corporate records; (e) authenticate records of the Corporation; and (f) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Board of Directors. The Secretary may delegate the responsibility of keeping meeting minutes, keeping records and posting notice to employees of the Ralston Public Schools or to another third party designated by the Board of Directors.

Section 9. **Assistant Treasurers and Assistant Secretaries.** If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or Secretary or by the President or the Board of Directors.

ARTICLE VI
EXECUTIVE COMMITTEE

The Executive Committee of the Ralston Schools Foundation (RSF) Board of Directors will consist of the following voting members of the Board of Directors: President, Vice President, Secretary, Treasurer, Executive Director, and one additional RSF Board member and one additional staff member from the RSF. The President will serve as the Chairperson of the Executive Committee. Upon majority vote of the Executive Committee, the Executive Committee may act on behalf of the RSF, for its day-to-day business operations when the RSF Board is not in session and will report its actions to the RSF Board at its next following regular meeting of the RSF Board.

The Executive Committee will submit to the RSF Board, for its consideration, proposed resolutions concerning any unusual or extraordinary matters affecting the operations of the RSF. The Executive Committee will perform such other duties as the RSF Board may from time to time determine, except the Executive Committee may not exercise the authority of the RSF Board in the following matters:

1. Filling vacancies on, or increasing or decreasing the members of, the RSF Board of Directors or any committee of the RSF Board;
2. Adoption, amendment, or repeal of any Bylaws adopted by the RSF Board of Directors;
3. Establishing or adopting new policies and/or guidelines governing the operation of the RSF; or
4. Approving non-budgeted items in excess of $10,000.

ARTICLE VII
CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. **Contracts.** The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. **Checks, Drafts, etc.** All checks, drafts or orders for the payment of money, notes or any other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such a manner as shall from time to time be determined by resolution of the Board of Directors. Unless otherwise directed by the Board of Directors, any such instrument shall be signed by the staff designated by the RSF Board via vote or the Executive Director. All checks of $20,000 or more shall require two signatures, which must be from any two of the following officers: Executive Director, President, Vice President, Secretary or Treasurer.

Section 3. **Deposits.** All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 4. **Gifts.** The Board of Directors or any individual Director may request acceptance on behalf of the Corporation of any contribution, gift, bequest or devise for the general purpose or for any special purpose of the Corporation. The acceptance of any such gift, bequest or devise, however, shall be subject to approval by the Board of Directors.

ARTICLE VIII
BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board of Directors and all committees having any of the authority of the Board of Directors, and shall keep at the registered or principal office a record giving the name and address of each director. All books and records of the Corporation may be inspected by any director, or a duly-appointed agent or attorney of any director, for any proper purpose at any reasonable time.

ARTICLE IX
FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE X
WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Nebraska Nonprofit Corporation Act or under the provisions of the Articles of Incorporation or the Bylaws of the Corporation, a waiver thereof in writing signed by that person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XI
AMENDMENTS TO BYLAWS

These Bylaws may be altered, amended or repealed, and new Bylaws may be adopted by the Board of Directors at any meeting. Any amendment to the Bylaws must be approved by a majority of the directors in office at the time the amendment is adopted. Notice of any meeting at which a proposed amendment to the Bylaws is to be considered shall be in writing and shall be delivered to each director at least seven (7) days prior to the date of the meeting. The notice shall state that the purpose, or one of the purposes, of the meeting is to consider a proposed amendment to the Bylaws and shall contain or be accompanied by a copy or summary of the amendment or state the general nature of the amendment.

ARTICLE XII
EXECUTIVE DIRECTOR

The Superintendent, or his or her designee, shall serve as an unpaid Executive Director and as a voting member of the Board of Directors for the life of his or her term as Superintendent of the District.

The duties of this office shall include conducting the daily business of the Corporation, carrying out the policies, duties, rights and obligations of the Corporation and implementing the programs and directives of the Corporation.

ARTICLE XIII
AGENTS AND REPRESENTATIVES

The Board of Directors may appoint such agents and representatives of the Corporation with such powers and to perform such acts or duties on behalf of the Corporation as the Board of Directors may see fit, so far as may be consistent with these Bylaws, to the extent authorized or permitted by law.

ARTICLE XIV
PROHIBITION AGAINST PRIVATE BENEFIT OR INUREMENT

No director, officer, or employee of or member of a committee of or person connected with the Corporation, or any other private individual shall receive any of the net earnings or pecuniary profit from the operations of the Corporation, provided, that this shall not prevent the payment to any such person of such reasonable compensation for services rendered to or for the Corporation in carrying out any of its purposes as shall be fixed by the Board of Directors, and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. Notwithstanding any other provision of these Bylaws to the contrary, no director, officer, employee, agent or representative of the Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization exempt under the provisions of Section 501(c)(3) and 509(a)(3) of the Internal Revenue Code and the regulations promulgated thereunder, as they now exist or as they may hereafter be amended.

ARTICLE XV
DISSOLUTION OF THE CORPORATION

Upon dissolution or winding up of the affairs of the Corporation, whether voluntary or involuntary, the assets of the Corporation remaining after all debts have been satisfied shall be distributed, transferred, conveyed, delivered and paid over by the Board of Directors to the

District. If the District is no longer in existence at the time the Corporation is dissolved and its assets are distributed, the net assets of the Corporation remaining after all debts of the Corporation have been satisfied shall be disposed of exclusively for the purposes of the Corporation in such manner, or shall be paid over to such organization or organizations which are organized and operating exclusively for charitable, educational or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code, or any corresponding provision of any future federal tax law, with preference to be given to organizations located in or operating for the benefit of residents of the State of Nebraska, or shall be distributed to the federal government, or to any state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the District Court of Douglas County, Nebraska exclusively for such purposes or to such organization or organizations as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE XVI
INVESTMENTS

The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner and to invest and reinvest any funds held by it, according to the judgement of the Board of Directors, without being restricted to the class of investments which a director is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the Corporation if such action is a prohibited transaction or would result in the denial or revocation of the tax exemption under Sections 501(c)(3) or 509(a)(3) of the Internal Revenue Code and its regulations as they now exist or as they may hereafter be amended.

ARTICLE XVII
INDEMNIFICATION AND INSURANCE

Section 1. **Scope of Indemnification.** To the extent permitted by law, the Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that he or she is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture or other enterprise or as a trustee, officer, employee or agent of an employee benefit plan, against expenses (including attorney fees), judgements, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful.

Section 2. **Insurance.** To the extent permitted by law, the Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation against any liability asserted against him or her and incurred in such capacity or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability.

Section 3. **Exclusivity.** The indemnity provided for by this Article XVII shall not be deemed to be exclusive of any other rights to which those indemnified may be otherwise entitled, nor shall the provisions of this Article XVII be deemed to prohibit the Corporation from extending

its indemnification to cover other persons or activities to the extent permitted by law or pursuant to any provision in these Bylaws.

The above Amended and Restated Bylaws were adopted by the Ralston Schools Foundation, a Nebraska nonprofit corporation, on the ____ day of _____, 2026.

RALSTON SCHOOLS FOUNDATION,
A Nebraska nonprofit corporation

BY: _____
President

BY: _____
Secretary

RALSTON SCHOOLS FOUNDATION
WHISTLEBLOWER POLICY

ARTICLE I
PURPOSE

Ralston Schools Foundation (the "Corporation") is committed to lawful and ethical behavior in all of its activities and requires its directors, officers, employees, and volunteers to act in accordance with all applicable laws, regulations, and policies in the conduct of their duties and responsibilities.

The purpose of this Whistleblower Policy ("Policy") is to encourage the Corporation's directors, officers, employees, agents and volunteers, including employees of the Ralston Public Schools (the "District") performing services for the Corporation, ("Covered Individuals") to report what they, in good faith, believe to be suspected misconduct, dishonesty and fraud and to protect the person making the report (*i.e*. "Whistleblower") from retaliatory action.

ARTICLE II
ACTIVITIES TO BE REPORTED

The Corporation encourages Covered Individuals to report suspected violations of law, violations of Corporation policies or other misconduct, dishonesty or fraud. Acts of misconduct, dishonesty, and fraud include, but are not limited to, the following:

1. Theft, misuse or other misappropriation of Corporation assets;

2. Improper records destruction;

3. Providing false or misleading information or withholding information;

4. Unethical activities;

5. Forgery or alteration of documents; and

6. Concealing any of the above actions.

ARTICLE III
REPORTING PROCEDURE

Covered Individuals may submit a report to the President. If the Covered Individual is not comfortable reporting to the President, or if he/she does not believe the issue is being properly addressed, the Covered Individual may submit a report directly to a member of the Corporation's Board of Directors.

The Whistleblower shall not conduct his/her own investigation prior to making a report. The role of the Whistleblower is to report suspected improper activity based on evidence the Whistleblower has a legal right of access to.

Reports may be submitted anonymously to the extent permitted by law. It is essential that anonymous reports contain as much specific information as possible to justify the commencement of an investigation. An investigation of unspecified wrongdoing or broad

allegations will not be undertaken without verifiable evidentiary support. In addition, since investigators are unable to interview anonymous whistleblowers, it may be more difficult to evaluate the credibility of the allegations and therefore, less likely that an investigation will be commenced.

ARTICLE IV
HANDLING OF REPORTED VIOLATIONS

1. Investigation

Following the receipt of a report, the President (or other member of the Board) will determine in good faith whether an investigation should be commenced based on the facts provided. If an investigation is deemed appropriate, employees of the Corporation and/or outside legal, accounting or other advisors, as appropriate, may be used to conduct the investigation. All relevant documents will be reviewed during the investigation, including, but not limited to, physical documents, emails, Internet browser histories, voice mail messages and electronically or magnetically stored information. Such information may be located on a computer, server, email account, hard drive, electronic/magnetic storage device or mobile communication device. Individuals who may have knowledge or relevant information will be interviewed. Reasonable efforts shall be made to protect the confidentiality and anonymity of the Covered Individual during the investigation.

2. Report to Whistleblower

Any Whistleblower that does not file anonymously shall receive one or more reports which provide such Covered Individual with the following:

a. Confirmation that their report was received;

b. An explanation of how the matter will be dealt with;

c. An estimate of the time that it will take for a final response;

d. A statement regarding whether initial inquiries have been made;

e. A statement regarding whether a further investigation will follow, and if not, why; and

f. Subject to legal constraints, information about the outcome of any investigation.

3. Document Retention

The Corporation shall retain, as a part of its records, all reports for a period consistent with its Document Retention and Destruction Policy.

ARTICLE V
NO RETALIATION

This Policy is intended to encourage and enable Covered Individuals to raise serious concerns within the organization for investigation and appropriate action. With this purpose in

mind, no Covered Individual who, in good faith, makes a report under this Policy shall be threatened, discriminated against, or otherwise subject to retaliation or, in the case of an employee, subject to adverse employment consequences as a result of such report. Moreover, a volunteer or employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment. With respect to any Covered Individual employed by the District, the Corporation shall refer the matter to the District for action under the District's applicable policies.

ARTICLE VI
GOOD FAITH

A Whistleblower must act in good faith and have reasonable grounds for believing the matter raised is illegal, in violation of Corporation policy or involves other acts of misconduct, dishonesty or fraud. Making allegations that prove to be unsubstantiated, or made maliciously, recklessly, with gross negligence, or with the foreknowledge that the allegations are false will be viewed as a serious disciplinary offense and may result in discipline, up to and including dismissal from the volunteer position or termination of employment. Depending on the circumstances, such conduct may also give rise to other action, including civil or criminal lawsuits.

ARTICLE VII
CONFIDENTIALITY

Reports of violation of law, violation of Corporation policies, and other acts of misconduct, dishonesty and fraud, and investigations pertaining thereto, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, the Corporation cannot guarantee complete confidentiality. Disclosure of information relating to an investigation by Corporation employees, directors, or others involved with the investigation to individuals not involved in the investigation will be viewed as a serious disciplinary offense and, with respect to Corporation employees, may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other action, including civil or criminal lawsuits.

CERTIFICATION

The undersigned, as duly elected and acting Secretary of Corporation, hereby certifies that the foregoing Whistleblower Policy was duly adopted by the Board on _____, 2026.

_____

_____, Secretary

Ralston Foundation
Profit & Loss Budget Overview
July through September 2026

	Jul - Sep 26	Budget
Ordinary Income/Expense		
Income		
Restricted Income	80,048.00	210,000.00
Foundation		
Classroom/Teacher Grant Donatio	0.00	800.00
Investment Gains (Losses)	0.00	110,000.00
Scholarships	-4,600.00	15,000.00
Golf	22,132.94	11,000.00
General Donations	8,493.82	25,000.00
Interest income	99.27	400.00
Total Foundation	26,126.03	162,200.00
Lil Rams		
Activity Fees	0.00	11,400.00
Donations	0.00	250.00
Registration Fees	1,435.00	5,500.00
Sales	0.00	1,000.00
Tuition	200,370.26	740,000.00
Total Lil Rams	201,805.26	758,150.00
Tiny Rams		
Tiny Rams - Other	0.00	150.00
Activity Fees	0.00	400.00
Donations	352.87	250.00
Registration Fees	160.00	1,500.00
Sales	0.00	200.00
Tuition	89,529.70	408,000.00
Total Tiny Rams	90,042.57	410,500.00
Total Income	398,021.86	1,540,850.00
Expense		
Restricted Expense-NEC	0.00	2,100.00
Restricted Expense	176,715.28	110,000.00
Foundation Expense		
Teacher Grants	0.00	6,500.00
Sponsorships	0.00	1,000.00
Alumni	253.06	11,500.00
Alumni Recruitment	0.00	3,000.00
Capital Expense	0.00	3,500.00
Administration	610.00	
Advertising/Marketing	660.00	2,650.00
Awards/Teacher Appreciation	0.00	24,000.00
Fees & Licenses	6,989.50	12,000.00
Equipment	78.69	150.00
Events	744.29	17,000.00
Good & Welfare/District	3,236.07	13,000.00
Outreach	134.57	9,000.00
Office supplies	0.00	2,500.00
Payroll Expenses	1,015.61	1,500.00
Professional Fees	0.00	1,600.00
Scholarships	19,750.00	35,000.00
Staff Development	169.30	1,100.00
Total Foundation Expense	33,641.09	145,000.00
Lil Rams Expense		
Cellular phones	1,102.50	4,500.00
Computer expense/LR	0.00	2,000.00
Dues and Subscriptions	1,019.50	2,500.00
Equipment	570.22	900.00
Good & Welfare	692.59	3,200.00
Field Trips	27,688.60	31,000.00
Marketing Expense	356.71	750.00
Mileage	645.25	1,000.00

Ralston Foundation
Profit & Loss Budget Overview
July through September 2026

	Jul - Sep 26	Budget
Payroll Expense	200,801.65	645,500.00
Professional Fees	9.00	0.00
Snacks	6,745.36	8,500.00
Staff Development	536.70	1,500.00
Staff Shirts	0.00	1,200.00
Supplies	1,967.27	5,200.00
Tuition Reimbursement	0.00	1,000.00
Total Lil Rams Expense	242,135.35	708,750.00
Tiny Rams Expense		
Cellular phones	522.00	2,500.00
Computer Expense	0.00	1,000.00
Dues and Subcriptions	1,319.56	1,500.00
Equipment	611.07	2,000.00
Furniture	357.39	1,000.00
Good and Welfare	258.93	2,000.00
Field Trips	704.92	3,500.00
Meals	7,712.61	46,000.00
Mileage	0.00	350.00
Miscellaneous	0.00	300.00
Payroll Expense	86,873.95	423,000.00
Printing	5.87	400.00
Staff Development	189.16	2,000.00
Staff Shirts	0.00	500.00
Supplies	2,362.82	6,000.00
Tuition Reimbursement	0.00	1,000.00
Total Tiny Rams Expense	100,918.28	493,050.00
Total Expense	553,410.00	1,458,900.00
Net Ordinary Income	-155,388.14	81,950.00
Net Income	**-155,388.14**	**81,950.00**

Ralston Public Schools Technology Discussion

BOE Meeting 11/23/2026

Ralston PUBLIC SCHOOLS

Overview

- Curriculum & Instructional Technology Professional Development
- IT Governance, Policies and Procedures
- Hardware and Infrastructure Upgrades
- Stakeholder Communications and Engagement

Ralston PUBLIC SCHOOLS

Curriculum & Instructional Technology Professional Development

Objectives

- Clever SSO/IDM for students and staff to access most of their curriculum like Amplify, iXL, Savvas and McGraw-Hill anytime and most anywhere
- Design common classroom usage practices using the updated technology with Boxlight & Audio Enhancement - translation device
- Continue our technology review process utilized throughout the district.
  - Apple Neo discussion
- Google Audit & AI Gemini integration
- Parchment & Transcripts complete
- Continue our Ralston Internship program

Ralston PUBLIC SCHOOLS

IT Governance, Policies and Procedures

Objectives

- Update IT Team Structure and define roles and responsibilities.
- Continue to address the 4 key components of cybersecurity
  - Multi-factor Authentication thru Google/DUO
  - Regular vulnerability scanning and external penetration testing, with appropriate training/response.
  - Staff cybersecurity awareness training to prevent and reduce the impact of potential network and systems compromise
  - End-point detection and response
  - Air-gapped, immutable back-ups
- Process management(Helpspot), automation(One Roster & Clever) and integration (streamline existing practices with HR & Business Office)

Hardware and Infrastructure Upgrades

Objectives

- Continue to upgrade current wireless components and increase connectivity in our current buildings. Data rooms are being created in each of our buildings - all new cabling, switches, AP's & servers.
- SD-wan/Aruba Central & lots of server updates & possible purchase over the summer
- Fortinet Firewall Update with E-Rate funding
- Updating switches at Meadows, KW & VMAC // Wired VLAN projects
- District filtering update - Content Keeper is our current provider
- Phone service update
- District copier update w/Papercut deployed district wide
- Evaluate district-wide security systems including cameras and access points. All buildings will be supported.
- Continue current technology replacement schedule. (4 year cycle)

Ralston PUBLIC SCHOOLS

Stakeholder Communications and Engagement

Objectives

- District website is updated
- Evaluate process of mobile app

Ralston PUBLIC SCHOOLS

Questions?

Ralston PUBLIC SCHOOLS

RPS Asbestos Report 2026

Ralston PUBLIC SCHOOLS

Brief History:

Asbestos was widely used in school construction from the 1930s through the 1970s because it was cheap, strong, fire-resistant, and a great.

1984 ASHAA: Congress passed the Asbestos School Hazard Abatement Act, providing grants and loans to help school districts inspect and abate asbestos.

1986 AHERA: Congress enacted the Asbestos Hazard Emergency Response Act, which remains the cornerstone of school safety today. It requires K–12 schools to inspect for asbestos every three years, maintain an up-to-date asbestos management plan, and appoint a designated trained safety officer.

Many school buildings across the U.S. and older industrial nations remain decades old, meaning legacy asbestos can still be found in walls, floors, or mechanical rooms.

Under current rules, complete removal is not always legally mandated if the asbestos is intact and safely sealed; instead, schools focus on strict monitoring and repair.

Our Management Plan

- Each building & its ACBM status - conducted this fall after construction
- Inspections & reinspections records - records in each of our buildings
- Designated contact information & training - yearly trainings
- Credentials required for everyone who inspects, performs response actions or helps write the plan - every three years for formal & six month walk-thru inspections
- Notices to the school community - posting on the website
- Resources needed to carry it all out

Building	Prior to Construction	Current Conditions	Comments
Admin Office	6	0	
Blumfield	41	1	Fire doors - in good condition
Karen Western	18	5	Pipe Insulation/Sealant Fire door Sink Undercoating - all in good condition
Meadows	17	3	Fire Doors Outdoor plaster - in good condition
Ralston High School	7	2	Fire doors Tile in pool area Plaster - in good condition

Building	Prior to Construction	Current Conditions	Comments
Ralston Middle School	28	7	Ceiling tiles Fire doors Caulking Slate counters Stucco siding - in good condition
Wildewood	18	2	Fire doors Counter top - in good condition
Seymour	30	2	Fire doors - all in good condition
Mockingbird	?	0	New Construction

Comments?

Ralston PUBLIC SCHOOLS

Superintendent Evaluation System

Board of Education Policy: 4057
AdvancED Standard: Leadership Capacity

4057
Superintendent Evaluation

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

Purpose. The purposes of the formal job evaluation are:

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

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

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

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

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

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

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

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

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

Superintendent Evaluation Process

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

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

Superintendent Evaluation Definitions:

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

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

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

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

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

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

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

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

Effective Practices

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

1. **Shared Vision and Strategic Direction**

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

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

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

3. **Collaboration with Families and Community**

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

4. **Continuous Improvement and Accountability**

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

5. **Teaching and Learning**

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

6. **Personnel Leadership**

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

7. **Systems Leadership and Management**

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

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

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

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

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

Effective Practices, Indicators, and Evidence Rubric

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction

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

Indicators and Evidence

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

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

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

Indicators and Evidence

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

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

EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

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

Indicators and Evidence

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

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

EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability

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

Indicators and Evidence

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

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

EFFECTIVE PRACTICE: (5) Teaching and Learning
The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators and Evidence

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

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

EFFECTIVE PRACTICE: (6) Personnel Leadership
The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

Indicators and Evidence

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

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

EFFECTIVE PRACTICE: (7) Systems Leadership and Management
The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
• *Business processes are out of date and not clearly linked to student learning and success* • *Facilities/Transportation are not up-to-date, clean, safe, and secure* • *Little evidence of building consensus, managing conflict, and resolving operational issues*	• *Most business processes in place and using current best practices but not clearly linked to student learning and success* • *Some evidence of facility/transportation planning, with fairly clean and safe facilities* • *Manages operational issues with little or no conflict*	• *Business processes are in place using current best practices with a clear priority on student learning and success ➢ Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure* • *Manages operational issues with little or no conflict and builds some consensus*	• *Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success* • *Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles* • *Identifies and resolves operational issues, manages conflict, and builds consensus*

EFFECTIVE PRACTICE: (8) Equity, Climate, and Culture
The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

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

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

EFFECTIVE PRACTICE: (9) Leadership, Conduct, and Professional Growth
The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Indicators and Evidence

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

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

Superintendent Evaluation

Superintendent:

Date:

Evaluator:

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

EFFECTIVE PRACTICE: (5) Teaching and Learning The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (6) Personnel Leadership The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (7) Systems Leadership and Management The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (8) Equity, Climate, and Culture The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (9) Leadership, Conduct, and Professional Growth The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.			
Unsatisfactory	Basic	Proficient	Distinguished

Narrative (required for basic and unsatisfactory ratings):

SUMMARY OF EVALUATION

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

Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			

Superintendent Signature: _____ Date: _____

Board President Signature: _____ Date: _____

Superintendent Evaluation Effective Practice Rubric

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

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

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

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

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

EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

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

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

EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability
The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

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

EFFECTIVE PRACTICE: (5) Teaching and Learning

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

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

EFFECTIVE PRACTICE: (6) Personnel Leadership

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

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

EFFECTIVE PRACTICE: (7) Systems Leadership and Management

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

Unsatisfactory	Basic	Proficient	Distinguished
• *Business processes are out of date and not clearly linked to student learning and success* • *Facilities/Transportation are not up-to-date, clean, safe, and secure* • *Little evidence of building consensus, managing conflict, and resolving operational issues*	• *Most business processes in place and using current best practices but not clearly linked to student learning and success* • *Some evidence of facility/transportation planning, with fairly clean and safe facilities* • *Manages operational issues with little or no conflict*	• *Business processes are in place using current best practices with a clear priority on student learning and success ➢ Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure* • *Manages operational issues with little or no conflict and builds some consensus*	• *Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success* • *Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles* • *Identifies and resolves operational issues, manages conflict, and builds consensus*

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

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

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

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

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

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

NASB STANDARD SUPERINTENDENT EVALUATION HANDBOOK

Board Leadership
NEBRASKA ASSOCIATION OF SCHOOL BOARDS

The NASB Mission Statement

The Nebraska Association of School Boards

Provides programs, services, and advocacy to strengthen public education for all Nebraskans.

NASB Board Leadership Team Mission

to promote and advance effective board governance and leadership to support learning for all students.

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NASB Superintendent Evaluation System

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

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

The board through their governance role should accomplish the following objectives through the evaluation process:	Clarify the superintendent's role as defined by the board
	Develop an appropriate working relationship between the board and superintendent
	Support job performance improvement and development
	Establish goals and objectives to align to the district goals, strategic plan, and vision of the district

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

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Superintendent Evaluation Outline

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

Designing an effective board process:

The board president will:

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

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

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

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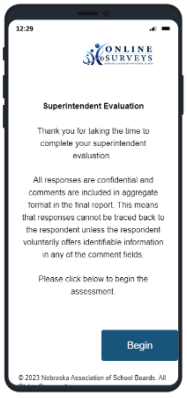
NASB Superintendent Online Evaluation System

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

- ✓ Distribute the superintendent evaluation on behalf of the board according to the timeline set forth
- ✓ Forward the superintendent link to complete a self-evaluation (this is typically a seven-day period)
- ✓ Compile the results of the self-evaluation and email a copy to each board member along with the link to the superintendent evaluation
- ✓ Distribute a link to all board members to complete evaluation (this is typically a ten-day period)

  Note: The Superintendent Evaluation survey is accessible by computer, smart phone, and other mobile devices for ease of completion



- ✓ Send reminders to board members who have not completed the assessment prior to the deadline
- ✓ Compile the results of the feedback provided by the board
- ✓ Develop an Executive Summary highlighting board strengths and areas of need
- ✓ Distribute the evaluation report and summary to the Board President either through email or the U.S. Postal Service.
- ✓ Provide follow-up call with Board President to discuss summary and explain best practice and protocols/procedures moving forward

  Note: A sample report is included on page 22 of this handbook

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

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

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

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

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

Superintendent Pay Transparency Act

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

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

Superintendent Pay Transparency Act Statutory Requirements

Step 1. (**CURRENT** Superintendent)

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

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

Step 2. (**NEW HIRE** of the Superintendent)

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

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

Step 3. (**RESPONSIBILITIES** Following Board Action)

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

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

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

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

NASB Standard Superintendent Evaluation Instrument

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

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Standard I: Mission, Vision, & Goals

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Assumes the key leadership role and responsibility for growth and improved student learning.						
I.c.	Seeks input from the board when appropriate.						
I.d.	Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals.						
I.e.	Effectively utilizes data to guide and monitor progress of district goals.						
I.f.	Implements and monitors progress of the district/strategic plan.						
I.g.	Identifies and proactively addresses potential barriers to ensure the success of the school district.						
	Provide evidence to support your choices above. **Suggested supplemental evidence for this standard includes but is not limited to:* • District strategic plan/district goals • Plan for implementing monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?						

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Standard II: Policy

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
II.a.	Works with the board to review, update and adopt effective and purposeful district policy.						
II.b.	Governs consistently through board policy and administrative protocol and procedures.						
II.c.	Provides public access to district policy.						
II.d.	Ensures all handbooks are aligned to district policy.						
II.e.	Implements a policy to ensure curriculum is reviewed and aligned with current state standards.						
II.f.	Ensures student discipline is implemented with integrity and consistency.						
II.g.	Personnel policies are clear and implemented consistently.						
II.h.	Monitors administrators' implementation of policy and procedures.						
	Provide evidence to support your choices above. **Suggested supplemental evidence for this standard includes but is not limited to:* • District adopted policy review process/calendar • Progress/updates of the board's work with policy • Policy committee minutes • Curriculum review policy • Meeting agendas/minutes						
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?						

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

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Standard III: Budget Planning & Management

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
III.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
III.g.	Ensures the maintenance and upkeep of facilities.						
	Provide evidence to support your choices above. **Suggested supplemental evidence for this standard includes but is not limited to:* • Budget strategic/district goals • Professional development plan • Monthly budget reports • Quarterly expenditure updates • District audit • Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.) • Five/Ten-year facility plan • Budget development calendar/board • Financial policies • Forecast financial data						
	If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?						

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Standard IV: Educational Leadership

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and best practice.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that challenges each student.						
IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Provides integrated technology curriculum and resources.						
	Provide evidence to support your choices above. **Suggested supplemental evidence for this standard includes but is not limited to:* • District strategic plan/district goals • School improvement plan (including assessment of progress and modifications) • School improvement teams • District calendar • Curriculum review cycle plan and updated policy for curriculum and assessment review • Curriculum review committee minutes • Student performance data and goals • Data to support instruction strategies and student-centered initiatives • Curriculum/programs additions/modifications • Instructional model						
	If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?						

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

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Standard V: Organizational & Cultural Leadership

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Develops, implements, and sustains a responsive district crisis and safety plan.						
V.c.	Commits to developing a high-performing leadership team.						
V.d.	Ensures a purposeful and equitable recruiting and hiring process.						
V.e.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.f.	Promotes a culture of shared expectations and mutual accountability.						
V.g.	Provides leadership to support the health and well-being of staff and students.						
V.h.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						
	Provide evidence to support your choices above. **Suggested supplemental evidence for this standard includes but is not limited to:* • Conflict resolution process • Leadership development plan • Professional development plan • Crisis and safety plan • Executive summary of the safety audit • Hiring protocols and procedures • Evidence to validate engagement of parents/families • Diversity, equity, and inclusion initiatives • Personnel policies						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?						

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Standard VI: Community Relations

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
VI.a.	Establishes a visible presence in the district and community.						
VI.b.	Regularly attends and participates in school activities, events, and programs.						
VI.c.	Interacts and expresses genuine interest in building a connection with students.						
VI.d.	Develops collaborative partnerships to foster support for the school district.						
VI.e.	Effectively communicates key public information in a timely manner.						
VI.f.	Promotes a positive image of the district.						
VI.g.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.h.	Seeks a positive relationship with parents and community members.						
VI.i.	Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict.						
	Provide evidence to support your choices above. **Suggested supplemental evidence for this standard includes but is not limited to:* • Community engagement summary/report • District partnerships and initiatives established to provide resources and support • Partnership support received through the district foundation, scholarships, grant monies, etc. • Inter-local agreements • District annual report • Communications designed by and distributed to generate support of the district • Membership and participation with civic, community and state organizations • Meeting invitations/agendas						
	If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?						

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Standard VII: Professional Leadership

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Provides professional development to fulfill responsibilities and grow in current position.						
VII.d.	Provides an effective evaluation process with constructive feedback.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes clear and consistent expectations for staff.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: • Memberships • Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) • Educational growth plan (professional goals and development) • Leadership team development plan • District staff professional development plan						
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?						

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

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Standard VIII: Board-Superintendent Relations

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

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

		Excellent	Good	Average	Fair	Poor	Unsure
VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						
VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
	Provide evidence to support your choices above. **Suggested supplemental evidence for this standard includes but is not limited to:* • Superintendent performance plan/goals • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes						
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?						

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Standard IX: Strategic Planning

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

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

IX.a.	What evidence can the board identify to validate the superintendent is implementing and monitoring progress of the strategic plan priorities?	
IX.b.	When is the superintendent reviewing the progress/success of the strategic plan with the board?	
IX.c.	How and where is the superintendent documenting the progress and success of the strategic plan priorities?	
IX.d.	Is the superintendent aligning the budget and district resources to ensure the success of the strategic plan priorities?	
IX.e.	How has the implementation of the strategic plan altered the focus of the superintendent and his/her engagement with the board?	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	
	Provide evidence to support your choices above. **Suggested supplemental evidence for this standard includes but is not limited to:* • Superintendent performance plan/goals • NASB Strategic Plan Progress Analysis Reports • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	

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NASB Standard Superintendent Job Description

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

Overview of the Position of Superintendent

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

Performance Responsibilities:

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

Job Requirements:

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

Reports to:

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

Job Responsibilities:

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

Standard I: Mission, Vision, and Goals

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

Performance Indicators:

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

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

Standard II: Policy

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

Performance Indicators:

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

Standard III: Budget Planning and Management

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

Performance Indicators:

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

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

Standard IV: Educational Leadership

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

Performance Indicators:

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

Standard V: Organizational and Cultural Leadership

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

Performance Indicators:

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

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Standard VI: Community Relations

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

Performance Indicators:

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

Standard VII: Professional Leadership

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

Performance Indicators:

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

Standard VIII: Board-Superintendent Relations

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

Performance Indicators:

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

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

Standard IX. Strategic Plan

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

Performance Indicators:

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

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NASB Standard Superintendent Evaluation Sample Report:



Nebraskaland Public Schools
Superintendent Evaluation
Spring 2023

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Self-Evaluation Standard Averages
(listed highest to lowest)

Spring 2023

5.00 - Standard III: Budget Planning & Management

5.00 - Standard VI: Community Relations

4.57 - Standard V: Organizational & Cultural Leadership

4.50 - Standard II: Policy

4.50 - Standard IV: Educational Leadership

4.29 - Standard VII: Professional Leadership

4.20 - Standard I: Mission, Vision, & Goals

3.83 - Standard VIII: Board-Superintendent Relations

Board Evaluation Standard Averages
(listed highest to lowest)

Spring 2023

5.29 - Standard III: Budget Planning & Management

5.24 - Standard VI: Community Relations

5.15 - Standard VIII: Board-Superintendent Relations

5.10 - Standard I: Mission, Vision, & Goals

5.10 - Standard V: Organizational & Cultural Leadership

5.06 - Standard II: Policy

4.68 - Standard VII: Professional Leadership

4.48 - Standard IV: Educational Leadership

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

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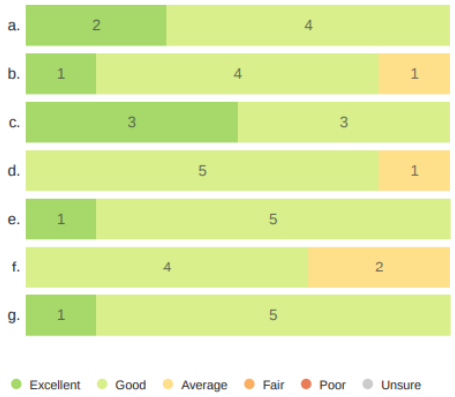
Standard I: Mission, Vision, & Goals

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

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

The Superintendent . . .

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



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

Values are as follows:
Excellent: 6 Good: 5 Average: 4 Fair: 2 Poor: 1 Unsure: 3

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Standard I: Mission, Vision, & Goals

Provide evidence to support your choices above.

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

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

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

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Following the Superintendent Evaluation, the Superintendent and Board will:

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

  Or,

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

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

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Ralston Public Schools Superintendent Self-Evaluation

Fall 2026

with Fall 2025 comparisons

Superintendent Jason Buckingham

ONLINE SURVEYS®
NEBRASKA ASSOCIATION OF SCHOOL BOARDS

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Effective Practices Overview

(listed highest to lowest)

Fall 2026

4.00 - (1) Shared Vision and Strategic Direction

4.00 - (2) Board, Policy, and the Education System

4.00 - (7) Systems Leadership and Management

4.00 - (9) Leadership, Conduct, and Professional Growth

3.00 - (3) Collaboration with Families and Community

3.00 - (4) Continuous Improvement and Accountability

3.00 - (6) Personnel Leadership

3.00 - (8) Equity, Climate, and Culture

2.00 - (5) Teaching and Learning

Fall 2025

4.00 - (1) Shared Vision and Strategic Direction

4.00 - (2) Board, Policy, and the Education System

4.00 - (7) Systems Leadership and Management

3.00 - (3) Collaboration with Families and Community

3.00 - (4) Continuous Improvement and Accountability

3.00 - (6) Personnel Leadership

3.00 - (8) Equity, Climate, and Culture

3.00 - (9) Leadership, Conduct, and Professional Growth

2.00 - (5) Teaching and Learning

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

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

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(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

-Shared vision and strategic direction are not documented

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

-No evidence of routine feedback or review

Basic

-Vision or direction is documented

-Some evidence of constituent engagement

-Some evidence of feedback and review

Proficient

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

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

-Evidence of progress, feedback, and review

Distinguished

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

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

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

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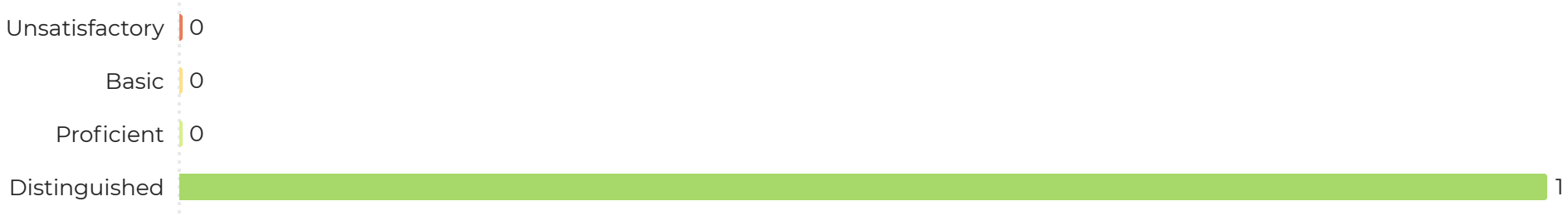
(1) Shared Vision and Strategic Direction



Effective Practice	Average
Shared Vision and Strategic Direction	4.00

Fall 2025 Response:
1. 4.00

Narrative:

When we began the process several years ago of creating our 5 year strategic plan, we solicited input from many different groups including community members, employees, the board of education, parents, students and others. Once the input was gathered, we further worked on creating a vision for a 5 year plan on how best to improve our school district. With only a few exceptions, we have kept true to our plan and we provide frequent updates regarding our progress. Each of our strategic plan goals are able to be measured, and we have made good progress in several different areas of our plan.

Evidence includes:
Frameworks Surveys
Strategic plan surveys, updates, presentations, BOE retreats
Subcommittee meeting minutes
Attendance initiatives

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(2) Board, Policy, and the Education System

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

Distinguished

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

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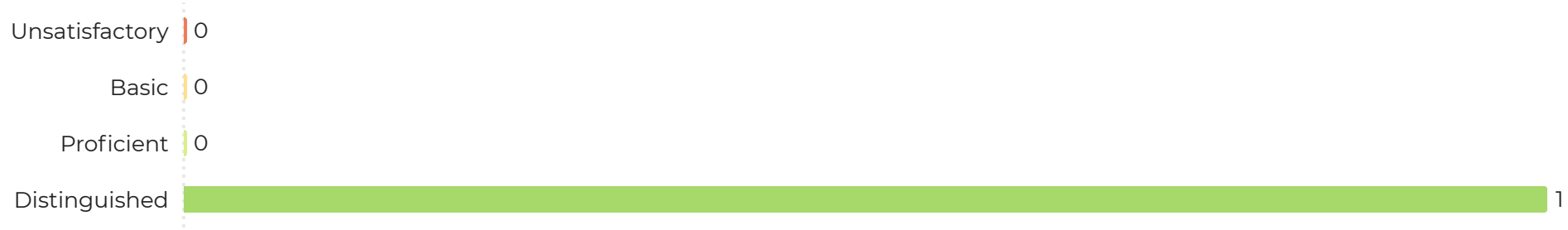
(2) Board, Policy, and the Education System



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

Fall 2025 Response:
2. 4.00

Narrative:

As an administration, one of our guidelines is to be transparent and communicative with our Board of Education. We try to provide the right balance between keeping our BOE informed and up to date on critical information without inundating our BOE with information.
We meet the compliance requirements for both statutory and best practices within our system. This task is made possible by several members of our administrative team staying current on the most recent developments. We also work very closely with other school districts and organizations to influence legislation at the state level.

Evidence includes:
BOE agendas
Legislative Updates
GNSA Legislative co-chair
NASB
NCSA Supt. Presentations
N JUMP
Wiebe Board
MOEC
Commissioner's Advisory Board

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(3) Collaboration with Families and Community

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

Distinguished

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

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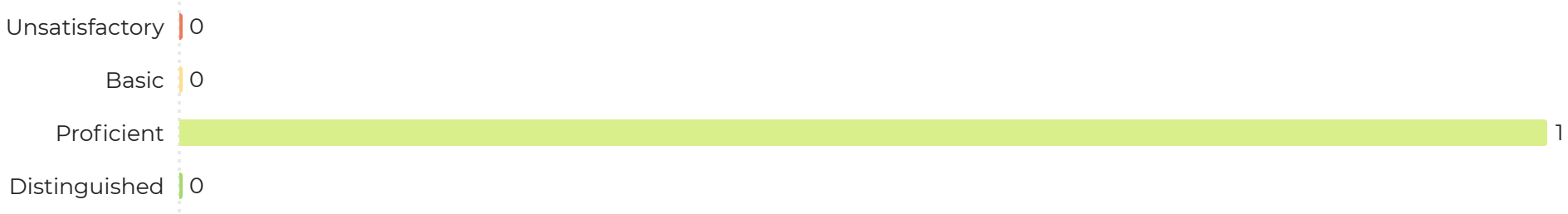
(3) Collaboration with Families and Community



Effective Practice	Average
Collaboration with Families and Community	3.00

Fall 2025 Response:
3. 3.00

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Narrative:

A strong relationship between the school board and its administration is the backbone of a successful school district. We have worked to establish not only professional but personal relationships with each of our BOE members. We value each BOE member's unique experiences and perspectives and what they bring to the governance of our district. Our communication staff is very good at keeping our BOE informed of the latest developments.

Our relationship with our community as a whole has improved over the last several years as well. Visibility, accountability and accessibility are all areas of focus as of late. As an example our response to the flooding in the Karen neighborhood was above and beyond. Our outreach and willingness to give of ourselves helped to highlight how much the school and the neighborhood depend on each other.

Evidence includes:
Karen Western flood response
Reports to BOE on attendance
District/Community event attendance
4th of July Parade
Open Houses
Car Show
Concerts
Fundraisers
Play productions
Athletic events
Alumni of the Year
Heart of Learning Award

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(4) Continuous Improvement and Accountability

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

Distinguished

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

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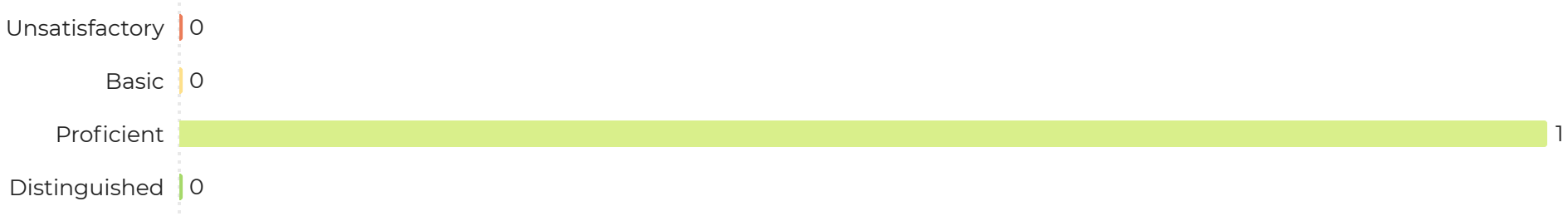
(4) Continuous Improvement and Accountability



Effective Practice	Average
Continuous Improvement and Accountability	3.00

Fall 2025 Response:
4. 3.00

Narrative:

When we made the decision to move to Frameworks as the structure for our continuous improvement plan, one of the greatest advantages was the direct relation between Frameworks and state standards. This has helped us to better align school improvement with standards from the state level. This also helps us to view the school improvement process as embedded into what we are already doing, instead of viewing it as a once every 5 year standalone activity.

Evidence Includes:
Work on helping the state refine and change AQUESTT standards for post-secondary readiness
Frameworks Training
Curriculum Adoption
MTSS Committee work
NSCAS improvement via cohort group.

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(5) Teaching and Learning

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

Distinguished

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

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(5) Teaching and Learning



Effective Practice	Average
Teaching and Learning	2.00

Fall 2025 Response:
5. 2.00

Narrative:

Until we move closer to our achievement goals outlined in our strategic plan, we should all share the responsibility of our current results. We are making progress, and have established a good infrastructure to help center our discussion around teaching and learning and what it should look like at RPS. The addition of new staff to our upper level administration has helped bring in a fresh set of ideas to help us continue down the path of improvement.

Evidence includes:
Tool boxes for ELA, Math, Data and Technology
Development of student dashboards
Attendance data gathering
Technology implementation

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(6) Personnel Leadership

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

Indicators and Evidence

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

Unsatisfactory

-Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan
-Little or no evidence of short or long-term personnel planning
-Little or no evidence of modeling lifelong learning

Basic

-Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction
-Some evidence of short-term and long-term personnel planning
-Some evidence of participation in lifelong learning activities

Proficient

-Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction
-Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place
-Evidence of ongoing modeling of lifelong learning

Distinguished

-Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction
-Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored
-Models lifelong learning by engaging and applying ongoing professional development

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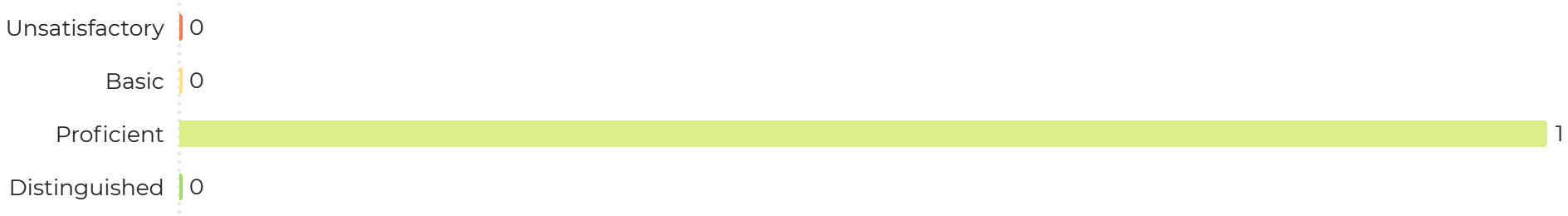
(6) Personnel Learning



Effective Practice	Average
Personnel Learning	3.00

Fall 2025 Response:
6. 3.00

Narrative:

Our deployment of resources closely matches the priorities we outlined in our 5 year strategic plan. The budgeting and expenditures of funds in our district are very closely aligned with what we value. We have allocated resources in areas like limited English proficiency staff, instructional coaches and a behavioral over the last few years. This allocation of resources shows our commitment to what we value.

Evidence includes:
Strategic Plan
Strategies to recruit and retain high performing staff
End of the Year resource allocation
Addition of staffing at KW and a Behavioral Specialist
Decentralizing the interview and hiring process

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(7) Systems Leadership and Management

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

Indicators and Evidence

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

Unsatisfactory

-Business processes are out of date and not clearly linked to student learning and success
-Facilities/Transportation are not up-to-date, clean, safe, and secure
-Little evidence of building consensus, managing conflict, and resolving operational issues

Basic

-Most business processes in place and using current best practices but not clearly linked to student learning and success
-Some evidence of facility/transportation planning, with fairly clean and safe facilities
-Manages operational issues with little or no conflict

Proficient

-Business processes are in place using current best practices with a clear priority on student learning and success
-Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure
-Manages operational issues with little or no conflict and builds some consensus

Distinguished

-Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success
-Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles
-Identifies and resolves operational issues, manages conflict, and builds consensus

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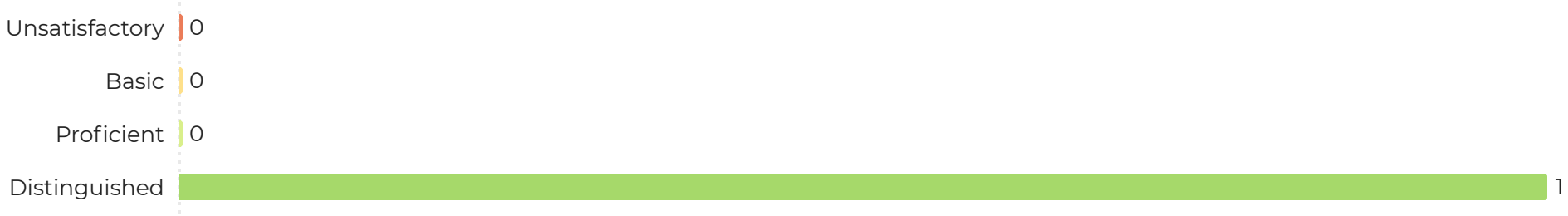
(7) Systems Leadership and Management



Effective Practice	Average
Systems Leadership and Management	4.00

Fall 2025 Response:
7. 4.00

Narrative:

This is an area of strength for me. We have and are continuing to build our systems and to refine how those systems operate in order to be as efficient and streamlined as possible. Establishing consistent workflows has already helped our organization as a whole work with more certainty and fewer errors.

Evidence includes:
Bond Phase II Plan
Negotiations
Central Office Administration assignment changes
Vehicle replacement schedule
Roofing projects
Curriculum adoption process
Technology replacement/purchase schedule
Facility maintenance plan

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(8) Equity, Climate, and Culture

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

Indicators and Evidence

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

Unsatisfactory

-Little of no evidence of a shared vision on equity or equitable practices
-Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust
-Little or no evidence of a responsive culture of high expectations

Basic

-Some evidence of shared vision on equity and equitable practices
-Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust
-Some evidence of a responsive culture of high expectations

Proficient

-Shared vision on equity and equitable practices is evident through professional learning
-Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures
-Communication processes promote a culture of high expectations for self, staff, and all students

Distinguished

-Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey
-Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey
-Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students

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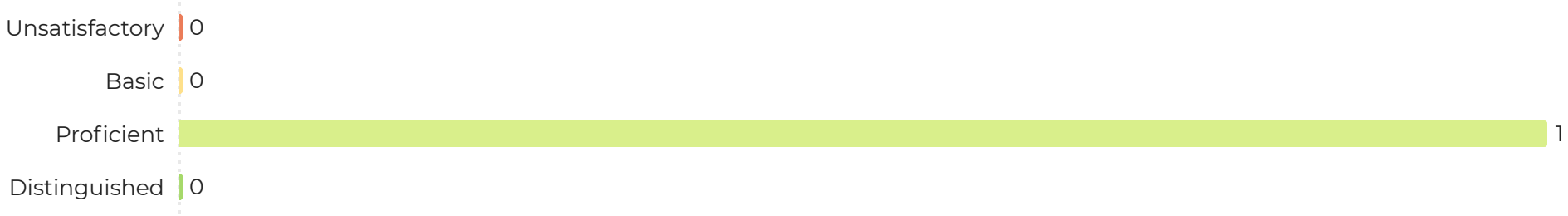
(8) Equity, Climate, and Culture



Effective Practice	Average
Equity, Climate, and Culture	3.00

Fall 2025 Response:
8. 3.00

Narrative:

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

Evidence includes:
School-based mental health providers
Strategic Plan
Climate surveys
Exit surveys
Multiple additions to the LEP staff
Arbor Family Counseling
One World Van
Arbor Family
Addition of a behavioral coach

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(9) Leadership, Conduct, and Professional Growth

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

Indicators and Evidence

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

Unsatisfactory

-Does not demonstrate dignity or respect when communicating with students, staff, families, or community members
-Decisions do not appear to be just, fair, or equitable
-Does not model or hold others accountable for demonstrating ethical behavior
-Does not participate in professional development or leadership activities

Basic

-Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members
-Decisions do not consistently appear to be just, fair or equitable
-Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior
-Participates in some professional development

Proficient

-Demonstrates dignity and respect when communicating with students, staff, families, or community members
-Most decisions appear to be just, fair, or equitable
-Models ethical behavior and generally holds others accountable for demonstrating ethical behavior
-Participates in professional development that is aligned with district vision and direction

Distinguished

-Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members
-Decisions consistently appear to be just, fair, and equitable
-Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior
-Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community

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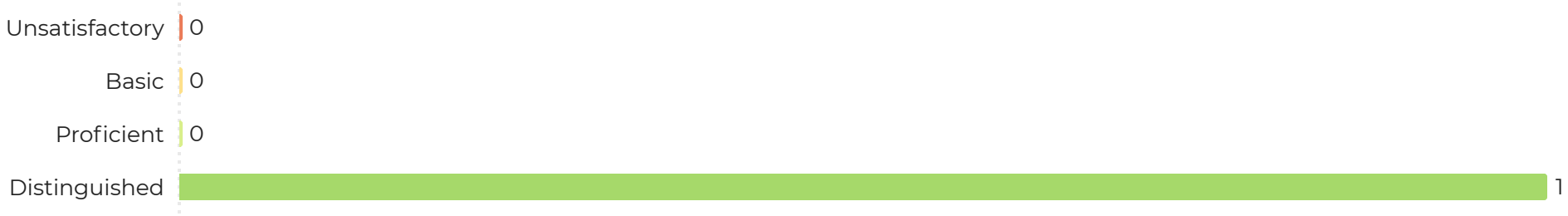
(9) Leadership, Conduct, and Professional Growth



Effective Practice	Average
Leadership, Conduct, and Professional Growth	4.00

Fall 2025 Response:
9. 3.00

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Narrative:

As superintendent of this district, I am a representative and lead spokesperson for RPS. This is a tremendous honor, and I'm grateful for the opportunity to represent Ralston both in and out of our district. Activities like the attendance presentation in Washington DC this summer helps spread the word about how unique we are as a school district and as a community as a whole. I am able to highlight some of the innovative and exciting work we are doing at Ralston, and the difference it is making for our students and our community.

Further, our partnerships with other school districts and professional organizations has kept our district at the table for many critical conversations regarding public education funding and governance. In many ways we carry an outsized amount of influence based on our size relative to other school districts.
I am proud to be a part of this organization, and I am hopeful I have struck the correct balance between being present in our district, but also present where the District needs me. Specifically attending meetings, testifying in Lincoln and working with the people who help shape public education as a whole is very rewarding.

Evidence includes:
GNSA co-chair Legislative Committee
Greater Nebraska Schools Member
NJUMP Exec. Board
MOEC Executive Council
NCSA presenter for budgeting with new superintendents and AFR analysis with aspiring superintendents
Commissioner's Advisory Committee
Wiebe Board
Bridge Board

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Summary of Evaluation



Effective Practice	Average
Summary of Evaluation	3.00

Fall 2025 Response:
Summary. 3.00

Narrative:

During my tenure in the superintendency at Ralston, we have been able to accomplish a great many things together. The strong relationship between our BOE and our administrators has allowed us to move quickly and decisively in making some of the necessary changes at RPS. I'm proud of the work we have accomplished in facilities, human resources, and finances during my tenure. We are working with a steady and determined pace in improving our approach to Teaching and Learning. We've had marked success in the area of improving student attendance and decreasing chronic absenteeism, however there is more work to done.

The area of Teaching and Learning, and subsequently student achievement, is by far the biggest challenge we have in front of us, and we will continue to adjust and improve our approach in the years to come. I greatly appreciate the BOE's patience with us as continue to work on building a strong foundation to improving our approach.

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RALSTON PUBLIC SCHOOLS

SUPERINTENDENT EVALUATION EXECUTIVE SUMMARY

FALL 2026

ONLINE SURVEYS
NEBRASKA ASSOCIATION OF SCHOOL BOARDS

EXECUTIVE SUMMARY

Both the Board and Superintendent agree that **Shared Vision and Strategic Direction** is a strength of Superintendent Buckingham. This ranking is consistent with previous years evaluations as well. Board comments recognized the excellent leadership in keeping the plan embedded in the district's daily work. Regular board updates and discussions around the plan are highly valued by the board, with board members noting that "His efforts go beyond creating and documenting but rather holds the district accountable with expected follow through." Additionally, both the Board and Superintendent ranked the standard of **Systems Leadership and Management** equally high, showing growth over the 2025 evaluation. Board members recognized Superintendent Buckingham's focus on aligning the district vison with the responsible use of financial resources,

Teaching and Learning was identified as an area of growth by both the Board and Superintendent; this ranking was consistent with the 2025 Board and Self-evaluation. Comments and scores in this category were supportive of the continued focus on this standard and efforts to continue keeping this standard a top priority. The Superintendent goal outlined below was developed using the scores **Standard Teaching and Learning.**

Superintendent and Board open-ended comments for each standard can be found in the Superintendent Self-Evaluation and Board Evaluation, respectively.

TOP (3) PRIORITY AREAS OF GROWTH: to be addressed through superintendent goals.

1. **Teaching and Learning**
2. **Equity, Climate and Culture**
3. **Personnel Leadership**

NASB PROPOSED SUPERINTENDENT GOAL

Board policy and statutory requirements require the Board to evaluate the superintendent while establishing clear expectations, measurable goals, and indicators of success. The Board and superintendent will collaboratively define goals and expectations that support effective district leadership. When improvement is needed, the Board will provide clear feedback, recommendations, support, timelines, and follow-up to promote continued professional growth and performance.

NASB has identified one superintendent goal for the district to consider based upon the standard **Teaching and Learning.** We recommend that the district utilizes the other identified areas of improvement from the evaluation to develop additional superintendent goals going forward.

Superintendent Goal 1: The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

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SUPERINTENDENT EVALUATION COMPARISON ANALYSIS

Scale: 1.00-4.00; 4.00=Distinguished; 1.00=Unsatisfactory

The nine standards of the Ralston Superintendent Evaluation describe the structures and dynamics of an effective Superintendent. These standards were aligned to the Professional Standards for Educational Leaders (PSEL). The PSEL standards emphasize foundational principles of leadership, reflecting the interdependent relationship between educational leadership and student learning.

STANDARD I: SHARED VISION AND STRATEGIC DIRECTION

PSEL STANDARD I: Mission, Vision, and Core Values

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

	Fall 2026	Fall 2025
Average Board Score	4.00 – Tied Highest Standard	4.00 – Highest Standard
Average Self Score	4.00 – Tied Highest Standard	4.00 – Tied Highest Standard

STANDARD II: BOARD, POLICY, AND THE EDUCATION SYSTEM

PSEL STANDARD IX: Operations and Management

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

	Fall 2026	Fall 2025
Average Board Score	3.83	3.83
Average Self Score	4.00 – Tied Highest Standard	4.00 – Tied Highest Standard

STANDARD III: COLLABORATION WITH FAMILIES AND COMMUNITY

PSEL STANDARD VIII: Meaningful Engagement of Families and Community

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

	Fall 2026	Fall 2025
Average Board Score	3.50	3.17
Average Self Score	3.00	3.00

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STANDARD IV: CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY

PSEL STANDARD IV: Curriculum, Instruction, and Assessment

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

	Fall 2026	Fall 2025
Average Board Score	3.33	3.17
Average Self Score	3.00	3.00

STANDARD V: TEACHING AND LEARNING

PSEL STANDARD IV: Curriculum, Instruction, and Assessment

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

	Fall 2026	Fall 2025
Average Board Score	2.50 – Lowest Standard	2.67 – Lowest Standard
Average Self Score	2.00 – Lowest Standard	2.00 – Lowest Standard

STANDARD VI: PERSONNEL LEADERSHIP

PSEL STANDARD VI: Professional Capacity of School Personnel

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

	Fall 2026	Fall 2025
Average Board Score	3.17	3.33
Average Self Score	3.00	3.00

STANDARD VII: SYSTEMS LEADERSHIP AND MANAGEMENT

PSEL STANDARD IX: Operations and Management

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

	Fall 2026	Fall 2025
Average Board Score	4.00 – Tied Highest Standard	3.83
Average Self Score	4.00	4.00 – Tied Highest Standard

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STANDARD VIII: EQUITY, CLIMATE, CULTURE

PSEL STANDARD VII: Professional Community for Teachers and Staff

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

	Fall 2026	Fall 2025
Average Board Score	3.17	3.17
Average Self Score	3.00	3.00

STANDARD IX: LEADERSHIP, CONDUCT, AND PROFESSIONAL GROWTH

PSEL STANDARD II: Ethics and Professional Norms

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

	Fall 2026	Fall 2025
Average Board Score	4.00 – Tied Highest Standard	3.83
Average Self Score	4.00	3.00

IMPORTANT INSTRUCTIONS

The superintendent evaluation is a personnel document; therefore, it is not subject to a public record request. This protects the document if it is brought to the board table during the board meeting.

At the conclusion of the evaluation discussion, the board may:

- Review the superintendent evaluation summary, in open session
- Return their individual copy of the evaluation and the executive summary to the Board President for appropriate and secure disposal.
- The Superintendent and Board President will sign, and date one copy and that official copy will be placed in the superintendent's personnel file. A copy of the board summary resides on a secure server at the Association and is always available to the board if needed.
- It is recommended that the board adopt a timeline and develop goals to address the improvement and growth of the superintendent's performance in the identified areas as set forth in the evaluation summary.

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

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Ralston Public Schools Superintendent Evaluation

Fall 2026

with Fall 2025 comparisons

ONLINE SURVEYS
NEBRASKA ASSOCIATION OF SCHOOL BOARDS

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Superintendent

Jason Buckingham

Board of Education

Carrie Hough, President
Katie Krause
Elizabeth Kumru
Robin Richards
Mary Roarty
Samantha Willey

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Effective Practices Overview

(listed highest to lowest)

Fall 2026

4.00 - (1) Shared Vision and Strategic Direction

4.00 - (7) Systems Leadership and Management

4.00 - (9) Leadership, Conduct, and Professional Growth

3.83 - (2) Board, Policy, and the Education System

3.50 - (3) Collaboration with Families and Community

3.33 - (4) Continuous Improvement and Accountability

3.17 - (6) Personnel Leadership

3.17 - (8) Equity, Climate, and Culture

2.50 - (5) Teaching and Learning

Fall 2025

4.00 - (1) Shared Vision and Strategic Direction

3.83 - (2) Board, Policy, and the Education System

3.83 - (7) Systems Leadership and Management

3.83 - (9) Leadership, Conduct, and Professional Growth

3.33 - (6) Personnel Leadership

3.17 - (3) Collaboration with Families and Community

3.17 - (4) Continuous Improvement and Accountability

3.17 - (8) Equity, Climate, and Culture

2.67 - (5) Teaching and Learning

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

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

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(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

-Shared vision and strategic direction are not documented
-Constituents and stakeholders have no or limited engagement in the vision/direction
-No evidence of routine feedback or review

Basic

-Vision or direction is documented
-Some evidence of constituent engagement
-Some evidence of feedback and review

Proficient

-Vision and direction are documented and used to guide the district
-Evidence of engagement with constituents in development and implementation of strategic direction
-Evidence of progress, feedback, and review

Distinguished

-Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district
-Evidence of engagement with constituents in development and implementation of strategic direction
-Evidence of progress, feedback, and review including input from board, administrators, teachers, students, and parents

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(1) Shared Vision and Strategic Direction

Effective Practice	Fall 2026 Average
Shared Vision and Strategic Direction	4.00

Effective Practice	Fall 2025 Average
Shared Vision and Strategic Direction	4.00





Fall 2026 Narrative:

Jason keeps the board focused on Ralston's 2024–2029 strategic plan and the work needed to carry it out. The plan was shaped by input from parents, employees, and students. This year, the board received updates on the plan's priorities and held a retreat to review progress and discuss areas that need attention.

The district regularly surveys the community and shares information by mail and email. I appreciate that Jason keeps our priorities in view and makes room for feedback from the people we serve. That helps keep the district's direction connected to students' needs and to what families and staff see in their schools.

The superintendent does an excellent job of keeping the district's strategic plan at the forefront of our work. We routinely revisit the plan during board meetings, committee meetings, and board retreats, ensuring that it continues to guide district priorities and decision-making. The administrative team also demonstrates a strong commitment to the plan, reflecting a shared understanding of and investment in the district's vision and strategic direction.

The strategic plan has served as a strong guide for the district and board to ensure that we are on a path of continuous improvement. The strategic plan isn't just a document, it is used regularly to ensure that our shared vision for RPS remains at the forefront.

This is an area where Superintendent Buckingham excels. His Administration and School Leadership teams follow the Strategic Plan and routinely present their progress and data to the board. The strategic plan presentations, framework surveys, and documentation from board retreats support the shared vision and strategic plan we adopted. Teaching and Learning have focused on setting high expectations for student achievement with measurable outcomes. The sub committees focus on the district's current and future needs. The weekly newsletters, local news, World Herald articles, social media, district websites, and direct mail campaigns support the shared vision initiative. Periodic surveys of the community, parents, students, and staff provide an avenue for feedback.

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Mr. Buckingham has done an amazing job of communicating and documenting the strategic direction, of the district. His efforts go beyond creating and documenting, but rather holds the district accountable with expected follow through. He utilizes board meetings throughout the year to provide updates, and reflects on how changes or improvements reflect the goals of the strategic plan.

Under Jason’s leadership, the strategic plan has become a vital roadmap for Ralston Schools, directly driving both short- and long-term decision-making. Through regular progress reports to the Board, he has ensured transparency and accountability. Over the past three years, this is the first time I have seen a strategic plan so thoroughly embedded in our district's daily focus.

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(2) Board, Policy, and the Education System

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

Distinguished

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

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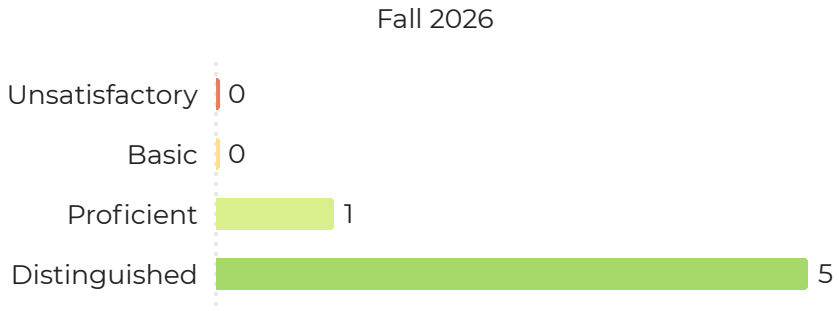
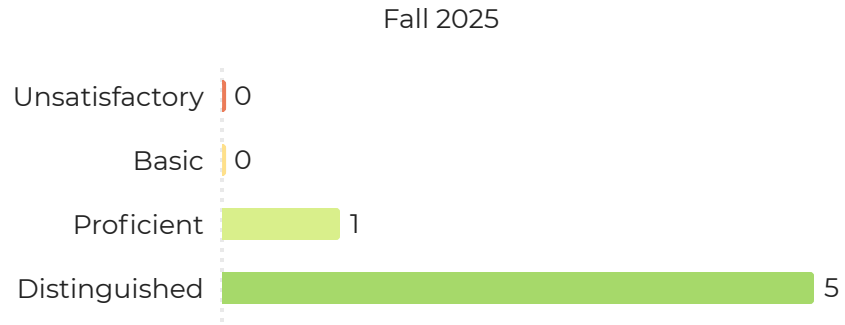
(2) Board, Policy, and the Education System

Effective Practice	Fall 2026 Average
Board, Policy, and the Education System	3.83



Effective Practice	Fall 2025 Average
Board, Policy, and the Education System	3.83



Fall 2026 Narrative:

We continue to stay current with our policy reviews, and Jason plays a vital role in this process. He regularly consults with the district's legal team to ensure that Ralston's policies remain in full compliance with state and federal regulations. He is responsive to suggestions from the board on changes in policies and makes sure that each board member is satisfied with the end result.

Beyond his work on policy, Jason is an active participant in the GNSA and NCSA, demonstrates a strong understanding of ongoing state legislation, and maintains regular communication with state senators and the governor regarding legislative developments. He emphasizes the importance of the board's engagement in legislative matters and continuous learning. Jason is a respected and trusted voice among state legislators and within many educational organizations across Nebraska.

Mr. Buckingham is very knowledgeable in the districts current policies, taking advantage of the board meeting platform to review and update policies, as needed. While Mr. Buckingham presents to be an expert on these, he always makes it a point to engage all board members and ask for feedback; prior to introducing any changes.

Mr. Buckingham is actively engaged throughout many levels of local, state and was selected to be part of a national event focusing on attendance as well as receiving personal recognition from the Nebraska State Commissioner for being part of the Superintendent Advisory Council. Other group participation include NASB, GNSA, MOEC, and NJUMP. He also works hard to make sure the board knows and is involved as much as possible with state legislatives updates and their impacts to RPS.

The superintendent is highly engaged in local and state policy discussions and decisions that impact our district. He is well respected by others in the educational community, which was reinforced when another superintendent approached me at an event to share how much he has learned from his leadership and engagement. I appreciate his commitment to supporting the board, keeping us informed, and helping us navigate important issues. One area for continued growth would be finding additional opportunities to engage with individual board members and strengthen those relationships.

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Jason keeps the board informed about issues that may affect Ralston and gives us a chance to discuss how the district should respond. This year, the board received government relations updates and materials on legislative goals, advocacy, and legislative committees.

He also brought forward a policy review schedule and organized policies for board review. I value the way he explains the issues, answers questions, and helps us make thoughtful decisions together. His steady guidance supports good board work and helps keep district policy responsive to changing requirements.

Superintendent Buckingham has built strong board relationships, keeps members informed, and responds proactively to district needs and policy priorities. Board agendas, reports, communication, committees, and professional development demonstrate this work.

He has built strong relationships within the Nebraska Education community through his work with MOEC, GNSA, NASB, and NCSA. Jason is well versed in the proposed legislation at the state and federal level. He works closely with the Board President, Policy Service, and our Legal team to ensure policies are regularly reviewed and adjusted in compliance with newly adopted legislation. He advocates for the district's shared vision. His collaboration with stakeholders helps to influence policy decisions that support student learning in our district.

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(3) Collaboration with Families and Community

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

Distinguished

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

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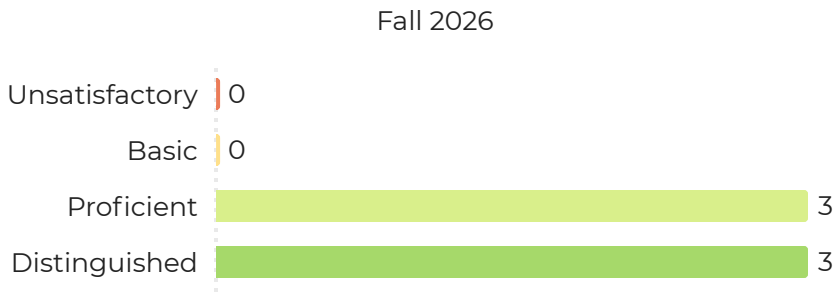
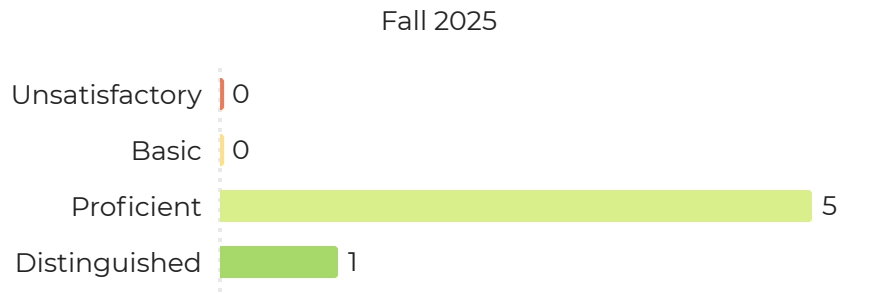
(3) Collaboration with Families and Community

Effective Practice	Fall 2026 Average
Collaboration with Families and Community	3.50



Effective Practice	Fall 2025 Average
Collaboration with Families and Community	3.17



Fall 2026 Narrative:

Whenever the Ralston community needs support, Jason steps up with incredible creativity, compassion, and quick action. When the Karen Western neighborhood flooded, Jason immediately mobilized city services, local businesses, and non-profit organizations to aid affected residents. He even organized our elementary school staff to help get food and clothing directly to the families who needed them most. Jason's strength also lies in empowering his team. Whether launching new highlights like a community car show and alumni recognition night, or keeping long-held traditions thriving—like the 4th of July parade and the Thanksgiving lunches at Karen Western and for the senior citizens at the high school —Jason ensures our community stays connected and celebrated.

Mr. Buckingham is being rated as 'Proficient' in this area, only because this is an area that will always present to have an area of improvement; as this will change with the needs of our families and community. Mr. Buckingham has done an incredible job about communicating student achievement as well as what the goals are of the district, which will support continued achievement. Mr. Buckingham has a strong presence with supporting agencies, of the district such as the City of Ralston, and Ralston Chamber of Commerce. I feel that many individuals who are involved with these entities, do see Mr. Buckingham as an expert, in education.

The district maintains open lines of communication with families and community stakeholders about its needs, challenges, and accomplishments, with an emphasis on a visible community presence. Partnerships with HyVee and The Foodbank of the Heartland, along with back-to-school backpack and shoe programs, provide resources for students. Community events—including sporting events, car shows, Bratfest, theater performances, concerts, and Thanksgiving meals—bring people to campus and strengthen connections between the schools and the community. Collaboration among administrators, teachers, students, families, and community members supports strategic planning and school improvement. This collaboration is reflected in professional development, open houses, family nights, parent-teacher conferences, and individualized educational planning.

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I believe that this has been a noticeable area of growth in the past year for Mr. Buckingham. Most recently, collaboration with the Karen Western flood relief effort and the opening of the RMS food pantry has helped bring together the community at large (Food Bank for the Heartland, Hy-Vee, City of Omaha, MUD, Salvation Army, etc.) I believe that many events such as sporting events, productions, concerts, car shows, Heart of Learning and the Alumni events have been priorities for him, but this year there seems to be extra pride and community involvement as the bond issue starts coming to a close and there is more time and availability to devote to these activities.

This is an area where I have seen improvement across the district over the past year. While community engagement may not be Mr. Buckingham's most natural strength, he consistently steps up when needed, whether during significant events like the flood or smaller activities such as supporting after-school events. I think he understands both his own strengths and those of his administrative team, and does an excellent job of empowering others to represent the district and build relationships with families and the community. He is consistently supportive of these efforts, and I appreciate his leadership in strengthening this area.

Jason and the district work with community partners to connect students and families with support. OneWorld's mobile health center provides medical services at school campuses, and the district's partnership with Arbor Family Counseling offers students initial counseling consultations. These are practical ways to help families access services through trusted community partners. The district also invites community members to share concerns and suggestions, and it brings people together through events such as its annual Thanksgiving gathering and vehicle day. Inside the district, staff committees and professional development give employees time to work together. I appreciate Jason's commitment to building strong relationships among students, families, staff, and the wider community.

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(4) Continuous Improvement and Accountability

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

Distinguished

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

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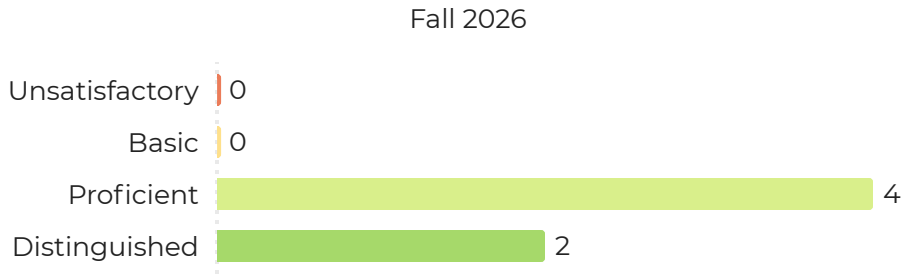
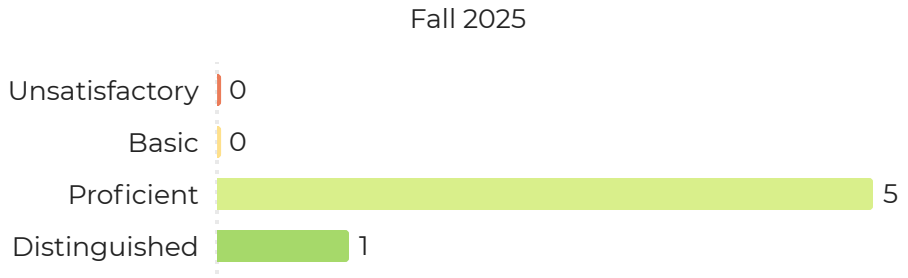
(4) Continuous Improvement and Accountability

Effective Practice	Fall 2026 Average
Continuous Improvement and Accountability	3.33



Effective Practice	Fall 2025 Average
Continuous Improvement and Accountability	3.17



Fall 2026 Narrative:

The district has not reached our goal, but we have the Frameworks structure in place which aligns with state standards. The team is emphasizing continuous improvement and using the data to inform their decision-making. The system maintains information on student achievement and program effectiveness. Evidence includes informative board reports and school improvement plans with measurable goals and benchmarks.

Each school emphasizes regular engagement with families to discuss how attendance can impact student achievement, as well as successes, and challenges. District policies, procedures, and practices align with state and national expectations for quality, accreditation, and accountability, including NDE Rule 10.

Jason and his team bring the board improvement plans from every school. This year, we reviewed plans from Blumfield, Karen Western, Meadows, Mockingbird, Seymour, Wildewood, Ralston Middle School, and Ralston High School. Reviewing each plan lets us understand the goals and needs of every school and follow the district's improvement work across Ralston.

The board also receives updates on the district's move to the Nebraska Frameworks accreditation model and reports that help us understand how resources are distributed among schools. I value the thoroughness of this work and the opportunity it gives the board to ask questions, follow progress, and support improvement throughout the district.

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This is an area where I have seen significant improvement over the past several years. Mr. Buckingham has assembled an excellent team and empowered our teaching and learning leadership to really invest in continuous improvement efforts. While I appreciate the progress we have made, I am still hoping to see stronger student outcomes across the district. One area I would particularly like us to focus on is strengthening our support for PreK–2 education. We know how important it is to establish a strong foundation early, and at times it feels like our improvement efforts are more focused on students in grades 3 and above (or maybe not recognizing what is developmentally appropriate for Pk-2 compared to older kiddos). I would love to see us lean further into early learning as part of our continuous improvement work. I also really appreciate Mr. Buckingham's advocacy at the state level for more appropriate accountability measures that recognize different postsecondary pathways and do not unfairly penalize districts for students pursuing options other than college preparation (sorry I can't remember what that was called, but the system the state redid for rating schools).

While academic achievement goals are not where we would like to be as a district, improvement has been shown. Steps have been taken to align RPS with state standards which allows continuous monitoring and adjustment instead of making it an 'event'. Regular curriculum review and adoption, implementation of frameworks, and use of MTSS allows for data driven goal setting and tracking. Continuing to educate and bring more staff into alignment and understanding of these goals and expectations will continue to provide growth.

I feel this is the best the district has sat in, in quite some time. While the district might not be embracing all emerging trends, they are aware and know that these are things to be considered. I feel the district has made many decisions when it comes to curriculum or the approach at which improvements are being made, while considering our current student progress. Many of the mentioned items have been possible, due to Mr. Buckingham's vision. Mr. Buckingham was able to recognize where the district was needing to see improvement, and he had the ability to hire the correct professionals for the roles needed; and we are starting to see the benefits of these changes.

Continuous improvement and high accountability define Jason's leadership approach. Through regularly scheduled administrative reports, he ensures complete visibility into all district operations. This consistent communication empowers the Board to engage in constructive, probing discussions and thoroughly understand both district achievements and complex challenges.

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(5) Teaching and Learning

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

Indicators and Evidence

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

Unsatisfactory

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

Basic

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

Proficient

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

Distinguished

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

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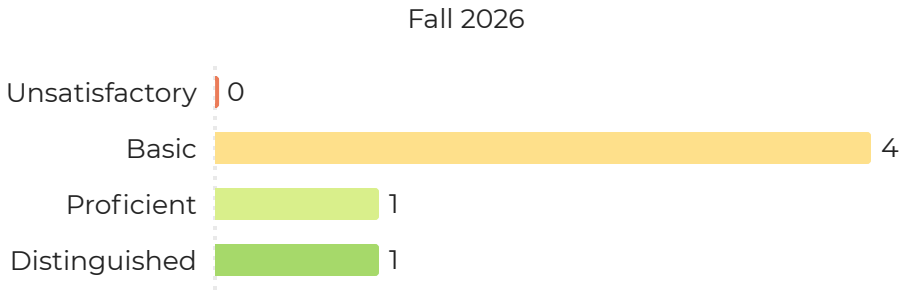
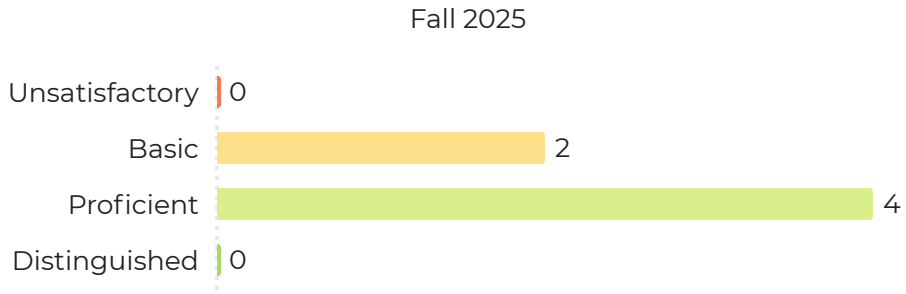
(5) Teaching and Learning

Effective Practice	Fall 2026 Average
Teaching and Learning	2.50

Effective Practice	Fall 2025 Average
Teaching and Learning	2.67





Fall 2026 Narrative:

I am very confident in our administrative team and pleased with the curriculum changes and improvements we have made. I appreciate the continued focus on supporting teachers and students, and the professional development reports shared with the board have been very encouraging. I think an important area for continued growth is building a culture of continuous improvement among staff, where teachers feel supported, valued, and invested in the process rather than feeling that changes are simply being directed to them. I recognize this can be challenging, particularly when new initiatives may feel like additional work or require changes to established practices. I also appreciate the district's innovative use of technology, including the development of student data dashboards and other tools to better support teaching, learning, and informed decision-making. I am encouraged by the direction we are heading and look forward to seeing these efforts translate into continued improvements in student outcomes.

If it was possible to land somewhere between 'Basic' and 'Proficient', that is where I would identify Mr. Buckingham to be. As stated in previous narratives, Mr. Buckingham is aware that there is a need for higher expectations across the district, and I believe with the correct professionals in roles and updated curriculum, the district will continue to see improvement as well as consistency across all schools.

Jason has helped keep curriculum work organized and focused on student learning. This year, the board added a schedule for reviewing and adopting curriculum to Policy 6004. We also received a report on elementary and middle school summer programs that included student achievement results, and reviewed a plan to use a state literacy grant to add support for reading instruction.

The district's curriculum policies are available for review, and the board has a clear opportunity to ask questions about curriculum decisions. I appreciate Jason's attention to keeping curriculum current and supporting strong teaching. The work we reviewed this year shows a clear commitment to helping students learn and succeed.

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Teaching and learning naturally involve many moving parts, but Jason and his leadership team have worked diligently to align the district's focus and ensure everyone is moving in the same direction. Their strategic efforts are yielding clear, positive results, with meaningful improvements well underway across schools. Notably, the development of the teaching toolbox has been instrumental in equipping educators with high-quality instructional resources to enhance lesson planning and classroom execution.

The District Leadership team remains focused on evidence-based practices in teaching and learning and communicates high expectations for achievement. The infrastructure, curriculum, and training everyone in the process has been a priority to ensure everyone is aligned. The district is still not meeting our achievement goals, but we are starting to see incremental improvement.

This is an area where I would like to see the district continue to focus. Mr. Buckingham and the administrations have made good strides in setting up strong foundations in areas such as attendance focus, meaningful curriculum review and adoption, and focusing financial resources to specific roles within the district such as instructional coaches and ELL. RPS is in a good place for the 'behind the scenes' work to reflect in academic performance and testing scores.

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(6) Personnel Leadership

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

Indicators and Evidence

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

Unsatisfactory

-Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan
-Little or no evidence of short or long-term personnel planning
-Little or no evidence of modeling lifelong learning

Basic

-Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction
-Some evidence of short-term and long-term personnel planning
-Some evidence of participation in lifelong learning activities

Proficient

-Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction
-Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place
-Evidence of ongoing modeling of lifelong learning

Distinguished

-Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction
-Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored
-Models lifelong learning by engaging and applying ongoing professional development

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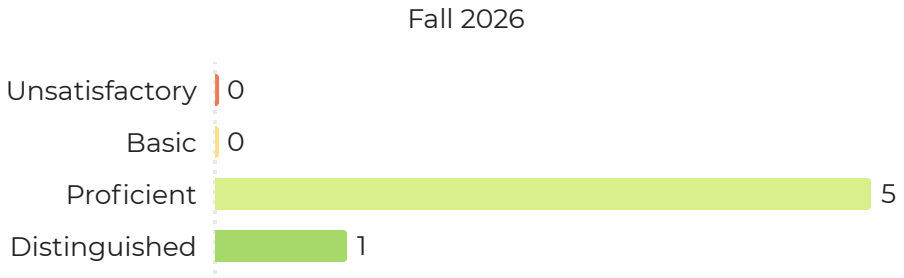
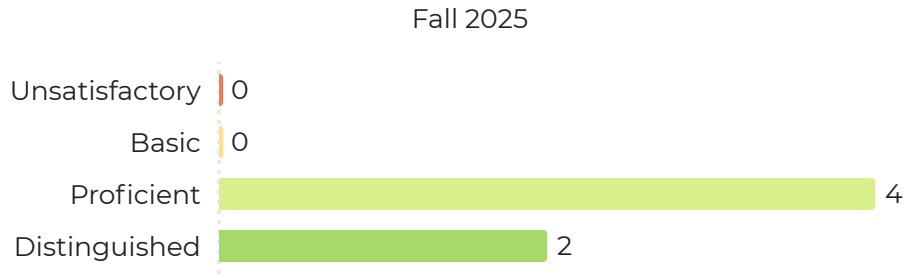
(6) Personnel Learning

Effective Practice	Fall 2026 Average
Personnel Learning	3.17

Effective Practice	Fall 2025 Average
Personnel Learning	3.33





Fall 2026 Narrative:

Human resources and staffing efforts continue to advance under refined recruitment and retention strategies. Incorporating "stay" interviews with veteran staff is a highly effective retention practice. Professional learning initiatives have grown significantly more engaging, driving higher staff participation and positive feedback over the past year. The deliberate addition of specialists in behavior, EL, and high-ability education directly enhances our instructional capacity.

This is another area, where the district has seen some significant improvement. This is possible, due to the vision and leadership of Mr. Buckingham. The board has been informed of plans to assist with recruitment as well as retention of staff. These have been made possible, due to Mr. Buckingham leading the way in identifying appropriate professionals to make these a priority. This will be another area, where the district will continue to see benefits.

A different approach to staffing was needed, and I believe that such efforts as increased branding, payment to student teachers, growing our own and allowing building principals to be actively involved in sourcing and interviewing candidates, has significantly increased the ability to hire and retain talented staff. Efforts to increase pay for classified staff have helped to narrow gaps in that area. Additional allocation to high need areas such as ELL and special education as well the continued use of instructional coaches seem to have helped current staff feel involved and supported in their day to day work and give them opportunities to grow within their roles.

We have seen great improvements in HR and teacher recruitment over the past year as Dr. Privonka continues in his role. I have been particularly impressed with the effort that has gone into representing our district at career fairs, including strong staffing and excellent branding and promotional materials from our communications team. I also appreciate the thoughtful approach to new hires and identifying funding opportunities to support additional positions. Our Teaching and Learning team continues to do great work with professional development days. Moving forward, I would like to continue seeing data from exit and stay interviews to better understand staff experiences and opportunities for improvement. Continuing to build staff morale and a positive district culture should also remain a priority. As state and federal budgets become increasingly strained, I encourage continued creative, outside-the-box thinking to recruit, support, and retain high-quality teachers and staff.

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Jason’s work helps Ralston attract and keep the people we need to serve students. The district’s strategic plan includes a goal to build a strong, diverse workforce, and the board received regular updates on recruitment and retention across employee groups. We also received a clear calendar for developing and adopting the district budget, and hiring recommendations are brought to the board throughout the year.

Ralston supports employees at different stages of their careers through public job postings, a three-year mentoring program for new teachers, tuition assistance, and benefits that support retention. The district also shares staff accomplishments through its Ram Recognition section, and its public policies cover employee evaluation and professional growth. I rate Jason a 4 because he supports a broad set of ongoing systems to recruit, develop, recognize, and retain employees in service of student success.

Superintendent Buckingham and his Leadership team effectively use strategies and processes to hire, develop and retain high-performing personnel. They plan for early retirement each year and manage through that process to ensure the program is aligned with policy. They have created key positions to fill specific needs in the district like English Proficiency staff and a Behavioral Specialist. The district supports continued education opportunities for Teachers and Paraprofessionals.
They create a comprehensive system of professional development for all.

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(7) Systems Leadership and Management

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

Indicators and Evidence

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

Unsatisfactory

-Business processes are out of date and not clearly linked to student learning and success
-Facilities/Transportation are not up-to-date, clean, safe, and secure
-Little evidence of building consensus, managing conflict, and resolving operational issues

Basic

-Most business processes in place and using current best practices but not clearly linked to student learning and success
-Some evidence of facility/transportation planning, with fairly clean and safe facilities
-Manages operational issues with little or no conflict

Proficient

-Business processes are in place using current best practices with a clear priority on student learning and success
-Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure
-Manages operational issues with little or no conflict and builds some consensus

Distinguished

-Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success
-Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles
-Identifies and resolves operational issues, manages conflict, and builds consensus

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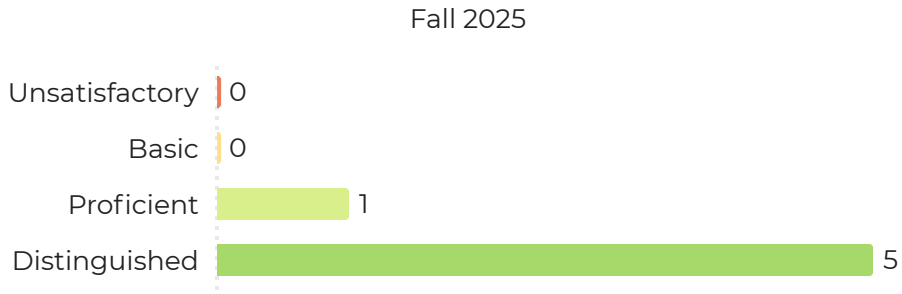
(7) Systems Leadership and Management

Effective Practice	Fall 2026 Average
Systems Leadership and Management	4.00



Effective Practice	Fall 2025 Average
Systems Leadership and Management	3.83



Fall 2026 Narrative:

Jason demonstrates outstanding expertise in fiscal planning, maintenance, and construction management. His oversight of the district's bond project has been remarkable, securing a project surplus that allows us to re-integrate essential scope items previously omitted from the voter referendum. Furthermore, his ability to analyze and anticipate changes in federal funding ensures long-term budget stability and exemplary financial stewardship across all district operations.

The district is incredibly lucky to have the skillset of Mr. Buckingham. I feel confident that the district's processes are in place, with best practice being in mind. If there are ever any questions or concerns from board members, Mr. Buckingham has always been able to ensure that there has been appropriate planning to place our district in the best position, possible. I feel very confident about the district's budgeting and financial planning, and we have Mr. Buckingham's expertise in that area, to thank.

Superintendent Buckingham excels in this area. The business processes and systems are well-established for budgeting and financial planning. He communicates expectations that align board and district vision with the use of physical and financial resources of the district. This is demonstrated through the financial review at every board meeting and the Building & Grounds subcommittee agenda and notes located within board agendas each month. The Administrative team uses a systems approach facilities, grounds, transportation, and technology refresh. The Bond Initiative projects were completed under budget and under the original timeline.

This continues to be a very strong area for Mr. Buckingham. The bond plan continues to be successful and will soon come to a close with a sustainable plan for facility maintenance. Investments have also been made in technology, certified staff, and vehicles. Being a financially strong position has allowed the BOE to approve many requests.

Mr. Buckingham also contributes in other ways with his knowledge of financials- often mentoring other superintendents and providing insight to the BOE when discussion legislative issues that could affect school financing.

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I agree with Mr. Buckingham's self-assessment and find this to be an area of great strength for him. I am highly confident in his management of district finances and long-term planning. We have made excellent progress on bond projects, and I particularly appreciate the thoughtful prioritization of projects with remaining bond funds. It has been exciting to see improvements to the stadium, roof replacements, and other projects that we initially did not think would be possible within the budget. One of his greatest strengths in this area is the ability to consistently plan ahead and be proactive rather than reactive in managing facilities, finances, and other operational needs. This thoughtful planning and strong systems leadership have positioned the district well to continue focusing resources and efforts on improving student outcomes.

Jason does an excellent job keeping the board informed about the district's finances and facilities. We receive regular financial reports and updates on the Future Ready Ralston projects, so we can follow how resources are managed and how the work supports student learning and safety.

When the district has an operational need, the board gets information and a chance to act. This year, that included the First Student transportation contract, safety film for first-floor windows at Meadows and Ralston High School, and replacing an activity van nearing the end of its service. I trust Jason's judgment and appreciate how he works with the board to make sure the district has safe, well-maintained schools and the resources students and staff need.

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(8) Equity, Climate, and Culture

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

Indicators and Evidence

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

Unsatisfactory

-Little of no evidence of a shared vision on equity or equitable practices
-Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust
-Little or no evidence of a responsive culture of high expectations

Basic

-Some evidence of shared vision on equity and equitable practices
-Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust
-Some evidence of a responsive culture of high expectations

Proficient

-Shared vision on equity and equitable practices is evident through professional learning
-Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures
-Communication processes promote a culture of high expectations for self, staff, and all students

Distinguished

-Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey
-Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey
-Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students

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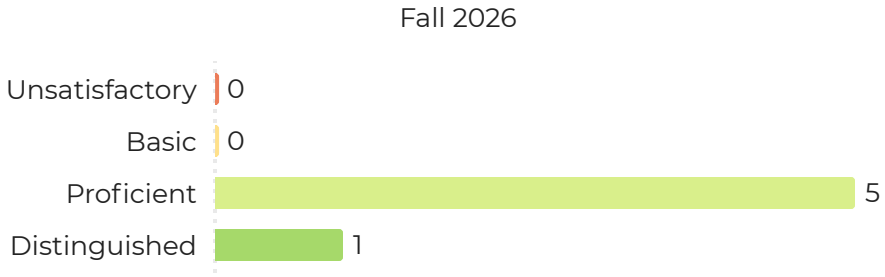
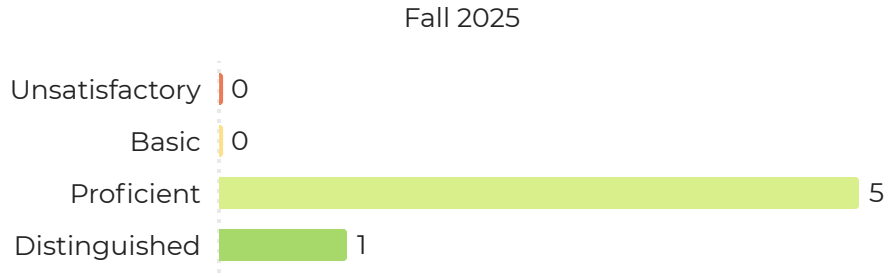
(8) Equity, Climate, and Culture

Effective Practice	Fall 2026 Average
Equity, Climate, and Culture	3.17



Effective Practice	Fall 2025 Average
Equity, Climate, and Culture	3.17



Fall 2026 Narrative:

I appreciate the way Jason keeps students' different needs in view. This year, the board reviewed special education and early childhood programming, as well as the English learner program. Ralston's published services include individual and small-group language instruction, classroom support, and special education services such as speech therapy, occupational therapy, school psychology, and assistive technology. These supports help students access learning and take part in school.

Ralston serves students from more than 60 countries, and 34 languages are spoken across the district. That makes a welcoming, inclusive school culture especially important. I value Jason's steady, respectful communication and his focus on helping students grow academically and personally. I rate him a 4 because the district maintains a range of supports for students with different needs and keeps those needs in the board's view.

I am pleased with the district's continued efforts to support students and families, particularly through expanded services and community partnerships. I would like to see us continue strengthening our outreach to our youngest learners and their families. I have been especially pleased with the work happening at Meadows and would love to see elements of that approach replicated in some form across all of our schools. Overall, I feel positive about our district culture, while recognizing that building a welcoming, supportive environment requires ongoing attention. We should continue exploring ways to connect with families and the broader community while also engaging and supporting our staff. I appreciate the district's efforts to regularly survey students, families, and staff, particularly the work to maintain consistency in these surveys over multiple years so we can better understand trends and use the data to guide continued improvement.

RPS has a challenging set a of demographics, but there have been great efforts to create and uphold a climate of equity such as continued attention to school phycologists and external social and mental health assistance, parent and staff surveys.

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Superintendent Buckingham and his Administrative team continue to assess the needs in the district as families in our community struggle. They partner with multiple mental health resources and medical care providers. They gather information through climate surveys and exit interviews to better inform their decisions.

They collaborate with the principals at each school to ensure each school has their own school pride, but they follow the district's shared vision on equity and equitable practices. They also ensure our processes and programs support the academic, physical, social, and emotional growth of all students.

Mr. Buckingham has been vocal and supportive on the district utilizing equitable practice, and ensuring that each student who walks through our doors is getting a good and fair education. While there is still work to be done, the district is working towards higher expectations and this is apparent in efforts being used towards improved attendance, improved curriculum and upcoming focus on reading. Mr. Buckingham has set the tone for these efforts and his commitment to providing an equitable education, in much appreciated.

Jason demonstrates a strong commitment to serving Ralston's diverse student body by fostering inclusive, high-impact practices. The growth of community traditions, such as the districtwide culture fair building upon Blumfield Elementary's annual event, highlights this focus. By implementing translation tools across district communications and surveys, he has significantly improved accessibility and family engagement. Additionally, his oversight ensures families retain continuous access to vital medical and mental health resources through coordinated school-based services.

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(9) Leadership, Conduct, and Professional Growth

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

Indicators and Evidence

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

Unsatisfactory

-Does not demonstrate dignity or respect when communicating with students, staff, families, or community members
-Decisions do not appear to be just, fair, or equitable
-Does not model or hold others accountable for demonstrating ethical behavior
-Does not participate in professional development or leadership activities

Basic

-Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members
-Decisions do not consistently appear to be just, fair or equitable
-Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior
-Participates in some professional development

Proficient

-Demonstrates dignity and respect when communicating with students, staff, families, or community members
-Most decisions appear to be just, fair, or equitable
-Models ethical behavior and generally holds others accountable for demonstrating ethical behavior
-Participates in professional development that is aligned with district vision and direction

Distinguished

-Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members
-Decisions consistently appear to be just, fair, and equitable
-Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior
-Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community

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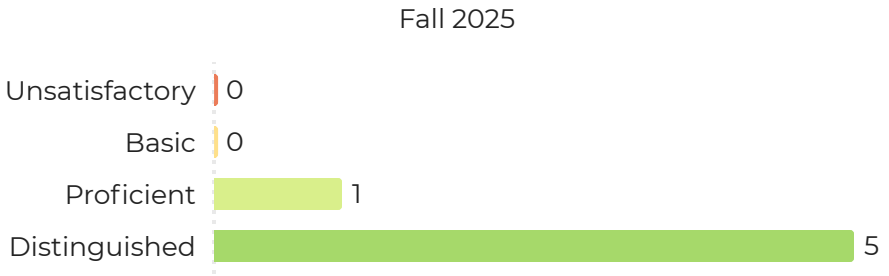
(9) Leadership, Conduct, and Professional Growth

Effective Practice	Fall 2026 Average
Leadership, Conduct, and Professional Growth	4.00

Effective Practice	Fall 2025 Average
Leadership, Conduct, and Professional Growth	3.83





Fall 2026 Narrative:

Having worked closely with Jason as board president and now as treasurer, I have seen him handle difficult conversations with respect, listen to concerns, and explain his decisions. He treats people fairly, follows district policy, and expects others to meet the same standards. I trust his integrity and his commitment to doing what is right for students and Ralston.

Jason also continues to learn and share his experience with others. In August, he brought the superintendent evaluation process and timeline to the board for review. In October, he presented at the Nebraska Council of School Administrators' Emerging Superintendents Workshop, sharing how to assess a district's financial position. I rate him a 4 because he welcomes accountability, models professional growth, and brings both experience and respect to his leadership.

Jason models the highest standards of professionalism and integrity in his role as superintendent. He approaches the position and his relationship with the Board with deep respect, holding himself personally accountable for operational and educational excellence. Under his guidance, the administrative team has prioritized student attendance, driving substantial improvements that have earned national and state recognition. Jason's recent invitations to present to educational leaders at both levels reflect his standing as a respected voice in legislative and school administration circles across Nebraska and beyond. Ralston is fortunate to benefit from his steady, principled leadership.

Mr. Buckingham absolutely leads with dignity and respect. Mr. Buckingham holds himself as well as others in the district, to a high standard and approaches his role as Superintendent of Ralston Public Schools with integrity. Mr. Buckingham's approach and overall personal demeanor is highly appreciated, as it is apparent that many professionals from other districts come to Mr. Buckingham, for his expertise.

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Mr. Buckingham is an excellent leader for our district. I appreciate how engaged he is in both the daily operations of RPS and in supporting students at a variety of extracurricular events. He demonstrates accountability and a commitment to continued professional growth. The concerns raised by the teachers association this year regarding language around days off presented a challenge, but I believe it was a learning opportunity for everyone involved and has helped us identify ways to improve moving forward. I am also incredibly proud of how frequently Ralston has a seat at the table in important local and statewide conversations about public education. For a district our size to have this level of involvement and influence speaks volumes about the work happening at RPS and Mr. Buckingham's leadership. I appreciate his dedication to our district and the way he represents our students, staff, and community.

Ralston is very fortunate to have Mr. Buckingham as our superintendent. He models integrity, continuous improvement and servant leadership in many ways. He consistently challenges himself and others to set the bar high and acknowledge challenges without letting them become excuses.

Superintendent Buckingham leads with fairness, respect, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and models continuous improvement. He has represented Ralston Public Schools at the State and Federal level.

He ensures the implementation of policy and practice is consistent. Consistently holds others in the district accountable for demonstrating integrity and ethical behavior.

He participates in professional growth and leadership opportunities to model the continuous improvement for himself and the organization. The GNSA Legislative committee, MOEC Executive Council, and the NJUMP Executive Board are just a few of the leadership roles.

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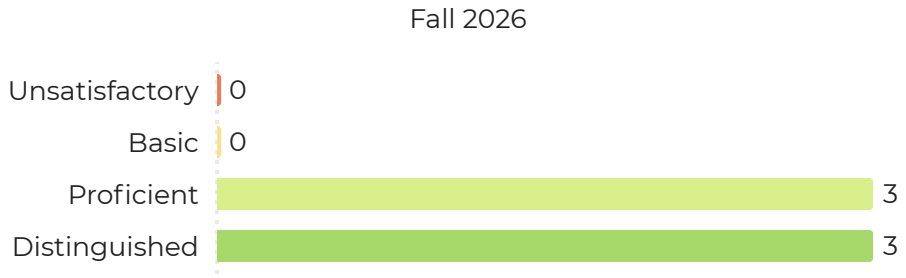
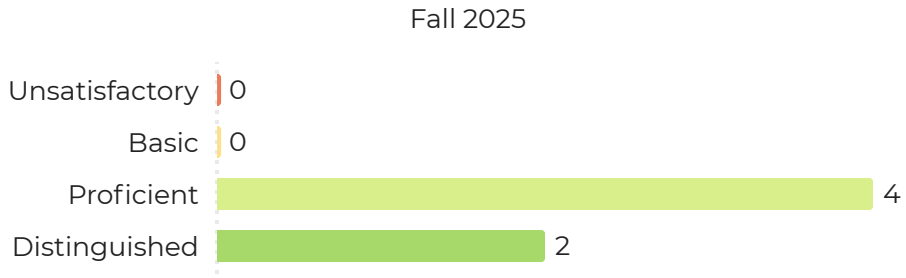
Summary of Evaluation

Effective Practice	Fall 2026 Average
Summary of Evaluation	3.50



Effective Practice	Fall 2025 Average
Summary of Evaluation	3.33



Fall 2026 Narrative:

I believe RPS is in a significantly stronger position today than it was when Mr. Buckingham became superintendent. His leadership has helped move our district forward in so many important areas, including finances, facilities, staffing, and strategic planning. One of his greatest accomplishments has been assembling an outstanding administrative team whose diverse strengths and expertise complement his own. He has built a team that works well together, takes ownership of their responsibilities, and shares a commitment to moving our district forward.

I also greatly appreciate the strong relationship between the board and administration. Our board committees are very well organized and productive, and I appreciate the time and effort Mr. Buckingham and his administrative team put into keeping us informed, engaged, and involved in important district decisions.

Looking ahead, improving student outcomes must remain our highest priority, along with continuing to build a positive, supportive culture for students, families, and staff. We have made tremendous progress in establishing the systems, leadership, and resources needed for success, and I am hopeful we will continue to see that work translate into stronger student achievement.

If I could give a 3.5 overall rating, I would! I recognize that we still have important work ahead of us, particularly around student achievement, but a 3 doesn't quite reflect the level of progress I have seen or my confidence in Mr. Buckingham's leadership. I am very pleased with the direction our district is heading and appreciate his dedication to RPS, his willingness to continue learning and improving, and the strong team he has built around him. I look forward to continuing this work together.

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Jason is an exceptional superintendent. I believe he is the best superintendent in Nebraska, and Ralston is extremely fortunate to have him. He brings strong judgment, deep knowledge of the district, and a genuine commitment to students and staff. He works well with the board, treats people with respect, and leads with care and integrity.

For continued growth, I would like the board to keep receiving clear updates on the results of district efforts and how feedback from students, families, and staff shapes decisions. Jason has built a strong foundation for this work, and continued follow-through will help our community see the progress he is leading.

Overall, I see Mr. Buckingham as proficient with his current role. There will always be room for improvement, but this is mainly due to the need to assess the changing needs of our students and their family support. I so appreciate Mr. Buckingham and how he carries himself, how he approaches the needs of our families and wants to support our staff with understanding and fairness.

Overall, Superintendent Buckingham ensures the district work across strategic planning, governance, community engagement, and school improvement is all moving in the right. Board presentations, reports, surveys, and communications support the shared vision and provide opportunities for feedback. Policy review and stakeholder collaboration address district priorities, while community partnerships, family events, and student resource programs strengthen connections between schools and families.

Teaching and learning efforts emphasize high expectations, evidence-based practices, and measurable outcomes. The Frameworks structure, student achievement data, and school improvement plans support continuous improvement. The district has not yet met its achievement goals but reports incremental progress. Staffing initiatives, specialized positions, continuing education, and professional development address instructional and student support needs. Mental health and medical partnerships, climate surveys, and school-level collaboration support students' academic, physical, social, and emotional growth and the district's shared vision for equity.

Operational work includes budgeting, financial planning, and coordinated management of facilities, grounds, transportation, and technology. Monthly financial reviews and Building & Grounds subcommittee records document this work. The Bond Initiative projects were completed under budget and ahead of the original timeline. Mr. Buckingham consistently applies policies and operates with integrity, and ethical conduct. He participation in professional learning and education-related leadership activities at the state and federal level.

Events like the unfortunate flooding in the Karen Western neighborhood really show Mr. Buckingham's integrity and work ethic. He and his team went above and beyond on a daily basis to ensure our families had access to resources and knew the school community cared!

RPS is very fortunate to have a such a strong superintendent. Almost 30 years of cumulative knowledge is an asset to our school system, our local community and state as a whole. It is an honor to serve alongside him.

Reflecting on Jason's four years of leadership, his contributions to the district are both clear and compelling. His management of the bond program and district-wide facility updates reflected exceptional attention to detail, generating savings that restored critical projects initially cut from the final bond request. Throughout this process, he effectively balanced complex operational demands with core academic priorities like attendance and instructional quality. Today, the Board, cabinet, and staff are fully aligned and driving measurable progress against our strategic plan. This unity is a testament to Jason's organizational skill and humble, collaborative approach. Thanks to his leadership, Ralston remains financially sound and is actively building a strong reputation for academic excellence.

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Superintendent's Response

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

· goals (**what** must he/she do to achieve the objective or what is the intended result)
· performance indicators (**how** will the board measure progress and/or success)
· timeline (**when** will progress/success be assessed or completion date)
· signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent's personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

_____ _____

(Signature of Superintendent) (Date)

_____ _____

(Signature of Board President) (Date)

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Preview Order 0000 - X2B 4x4 Super Cab SRW: Order Summary Time of Preview: 10/06/2026 14:32:18 Receipt: NA

Dealership Name: Woodhouse Ford of Omaha, Inc. **Sales Code :** F53022

Dealer Rep.	kenneth Marrero	**Type**	Fleet	**Vehicle Line**	Superduty	**Order Code**	0000
Customer Name	Ralston Publ	**Priority Code**	M1	**Model Year**	2027	**Price Level**	720

DESCRIPTION	MSRP	DESCRIPTION	MSRP
F250 4X4 SUPERCAB PICKUP/164	$51685	SNOW PLOW PREP PACKAGE	$350
164 INCH WHEELBASE	$0	.350 AMP ALTERNATOR	$0
SPECIAL FLEET ACCOUNT CREDIT	$0	SPARE TIRE AND WHEEL	$0
TOTAL BASE VEHICLE	$51685	TRAILER BRAKE CONTROLLER	$300
OXFORD WHITE	$0	JACK	$0
CLOTH 40/20/40 SEAT	$100	UPFITTER SWITCHES	$250
MEDIUM DARK SLATE	$0	PRICE CONCESSION INDICATOR	$0
PREFERRED EQUIPMENT PKG.600A	$0	REMARKS TRAILER	$0
.XL TRIM	$0	DUAL BATTERY	$210
.AIR CONDITIONING -- CFC FREE	$0	CONN PKG:1 YR INCL W/FORD APP	$0
.AM/FM STEREO MP3/CLK	$0	SECURITY PACKAGE: 1 YR INCL	$0
.7.3L DEVCT NA PFI V8 ENGINE	$0	XL CHROME PACKAGE	$425
.10-SPEED AUTO TORQSHIFT-G	$0	.FOG LAMPS	$0
.LT245/75R17E BSW ALL-SEASON	$0	SPECIAL DEALER ACCOUNT ADJUSTM	$0
3.73 ELECTRONIC-LOCKING AXLE	$430	FUEL CHARGE	$0
JOB #1 ORDER	$0	NET INVOICE FLEET OPTION (B4A)	$0
FORD FLEET SPECIAL ADJUSTMENT	$0	PRICED DORA	$0
FRONT LICENSE PLATE BRACKET	$0	ADVERTISING ASSESSMENT	$0
10000# GVWR PACKAGE	$0	DESTINATION & DELIVERY	$2795
50 STATE EMISSIONS	$0		

Sale Price $47,106
Upfit $11,215.59
Doc Fee $299
$58,620.59 Total OTD

	MSRP
TOTAL BASE AND OPTIONS	$56545
DISCOUNTS	NA
TOTAL	$56545

ORDERING FIN: QX163 **END USER FIN:** QX163

INCENTIVES DISCOUNTS:

Acc. Code ID :10 Contract/Ref # :16-059V Bid Date :05/07/26State : NE $-5100.00

PROTECH
WORK LIKE A PRO

Estimate

Date	Estimate #
10/6/2026	17411

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

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

VIN Number	Ship Date	Ordered By	SR Email
	10/6/2026		elliottconover@protechcb.com

Quantity	Item Code	Description	Price Each	Amount
1	Misc.	27 Ford F-250 9'2 DXT Plow w/ Deflectors	$0.00	$0.00
1	MSC18092	Blade Crate (Snowplow), 9-2, Steel V-DXT	$2688.30	$2,688.30
1	MSC15002B	Coupler Unit with SL3 Light package with SmartHitch2 & SmartLock Cylinders for 8'2", 9'2" DXT	$5572.95	$5,572.95
1	LTA10200	UC/RT3, Ford F250/350/450/550, 17+	$687.53	$687.53
1	MSC25012	KIT-WIRING,RT3 SH2,12V,FORD F250-600,23+	$687.53	$687.53
1	MSC03809	CONTROL,JOYSTICK(ONLY) V BLADE	$333.45	$333.45
1	MSC01565	SNOW DEFLECTOR	$285.83	$285.83
8	Labor	One Hour of Shop Labor - Snow & Ice	$120.00	$960.00

Phone# 712-328-1310 Fax# 712-328-1320 Website: www.protechcb.com

Subtotal	$11,215.59
Sales Tax (0.00%)	$0.00
Total	$11,215.59

ProTech remains the owner and has title to these goods until payment has been made in full.

ProTech assumes no responsibility for any injuries or accidents resulting from the use of these products.

A finance charge of 1.50% equal to 18% of annual rate, will be charged monthly on any unpaid balance.

Estimate

Date	Estimate #
10/20/2026	17446

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

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

VIN Number	Ship Date	Ordered By	SR Email
	10/20/2026		elliottconover@protechcb.com

Quantity	Item Code	Description	Price Each	Amount
1	1501550 - Heavy-Duty Universal Black Steel Truck Bed Rack	Heavy-Duty Universal Black Steel Truck Bed Rack	$330.51	$330.51
1	8891060 - 15 Inch Octagonal LED Mini Light Bar - Amber	15 Inch Octagonal LED Mini Light Bar - Amber Adding Mounting Plate for Strobe	$589.78	$589.78

Phone# 712-328-1310 Fax# 712-328-1320 Website: www.protechcb.com

Subtotal	$920.29
Sales Tax (0.00%)	$0.00
Total	$920.29

ProTech remains the owner and has title to these goods until payment has been made in full.

ProTech assumes no responsibility for any injuries or accidents resulting from the use of these products.

A finance charge of 1.50% equal to 18% of annual rate, will be charged monthly on any unpaid balance.

4010
Inclement Weather

Unless the superintendent directs otherwise, staff shall not be required to report when school is canceled due to inclement weather.

If school is canceled during the day because of inclement weather, classified and certified personnel may be released after students have been excused. Classified and certified personnel who miss work due to inclement weather when school is in session will not be paid for time missed or will be charged an applicable leave day. In some situations the Superintendent may authorize for staff to make up contracted time at a later date.

Adopted on: August 15, 2017
Revised on: _____
Reviewed on: April 22, 2024

3016
Use of Tobacco Products

The use of any tobacco product, including cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is not permitted on school property at any time. Any employee in possession of any tobacco product, vape or electronic nicotine delivery system must conceal the product/equipment entirely.

Adopted on: July 22, 2019
Revised on:
Reviewed on: May 13, 2024

5044
Safe Pupil Transportation Plan
and
Pupil Transportation Vehicle Driver Satisfactory Driving Criteria

It is the goal of the school district to provide safe, comfortable and reliable transportation for bus-riding school children.

1. Emergency Procedures

a) Mechanical breakdown

In the event of a mechanical breakdown, the driver will:

1) Stop the vehicle in a safe location

2) Keep passengers in the vehicle, if it is safe to do so

3) Take steps to warn motorists, by activating hazard lights and placing emergency triangles

4) Radio or call for assistance

b) Injuries/Medical Emergencies

If a student is seriously injured or suffers from a medical emergency, the driver will stop the vehicle at the first safe opportunity. The driver will provide emergency medical assistance in accordance with the driver's first aid training. The driver will notify the school district of the emergency using the radio or other communication equipment. The district will then summon emergency medical services by immediately calling 911 and notify administrative personnel.

c) Severe Weather

1) Tornadoes.

If the driver determines that there is likelihood that a tornado will hit the vehicle, and there is not an escape route available or time to drive to a safe location, the driver will evacuate the vehicle, taking only the first aid kit. The driver will take the students to the basement of a nearby building or to the nearest depression or ditch upwind (toward the storm) of the vehicle far enough away from the vehicle so that it will not roll over on the students. The driver should instruct students to cover their heads with their arms. If the students are wearing coats or jackets, they can be used to provide additional protection for their heads and bodies. If there is no time to evacuate the students after stopping the vehicle, the driver should have the students remain in their seats and assume a protective position with their heads below window level.

2) Winter Weather

If the school district or driver determines that a trip is too dangerous to drive due to winter weather conditions, the district will cancel the trip.

Parents should ensure that students are appropriately dressed for winter conditions.

3) Floods or Standing Water

It is generally appropriate to drive through a small or regular amount of water that has accumulated from a normal or typical rainfall. However, drivers should not drive through water on the road if: the water is moving or has a current; there is dangerous debris in the water; the driver cannot determine the depth of the water or there is a known dip in the road which would create a deeper section of water; or if there is any other water condition that the driver determines is unsafe to drive through.

d) Weapons, Hazardous Materials and Dangerous Contraband

If a driver discovers that a passenger may have a weapon, hazardous materials or other dangerous contraband on the vehicle, he or she should remain calm and call for assistance. The driver should not inform passengers of the presence of the weapon or other contraband.

e) Unattended Items on or Near Pupil Transportation Vehicle

The driver shall check for unattended items on or near the vehicle as part of the exterior and interior pre-trip inspections. If circumstances make an item suspicious (because it is out of context, makes a noise, has visible wires, placement was witnessed, was hidden, has unidentified powders or putty-like substances, etc.), the driver shall not inspect, move, or otherwise touch the item. School staff will evacuate the area, then immediately report the item to the staff member's direct supervisor, a principal, or the superintendent. If the unattended item is not suspicious (it has the characteristics of lost or misplaced property or of discarded trash, etc.), the driver may examine the item more closely. This may include looking inside the item, attempting to identify the owner, reviewing security camera footage, or talking to those nearby, and then taking appropriate action.

f) Terroristic Threat

If a driver receives a terroristic threat that he or she deems credible, he or she will notify the school district of the threat using the radio or other communication equipment. After consulting with school officials, the driver will determine whether the threat requires evacuation of the bus. The school will promptly notify the authorities of the threat.

For purposes of this policy, a terroristic threat is a threat to commit any crime of violence or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of the bus or in reckless disregard of causing such terror or inconvenience

g) Emergency Incident Reports

Drivers will provide written documentation of any of the emergency events specified in this policy by completing the incident form attached hereto. This documentation must be submitted to the school administration within 24 hours of the event.

2. Drop-off

Drivers will drop students off at a location pre-determined through communication between the school district and parents/guardians. In the event the drop-off location is uncertain or appears to be unsafe, the driver will communicate with school staff in the building to seek additional guidance.

In no event will a driver drop a student off in a location which in the reasonable judgment of the driver appears to be unsafe. Drivers who believe the drop-off location to be unsafe shall release students directly into the custody of a parent/guardian or shall return students to their school building.

3. Evacuation of Students With Disabilities

The transportation supervisor, in consultation with bus drivers and members of the administrative team, shall develop a written emergency evacuation plan for each bus route. The plan shall include an assessment of each student's ability to evacuate himself or herself as well as his or her ability to assist others. Disabled students should practice their evacuation skills as required of their non-disabled peers if possible during evacuation drills. Students or other individuals who will be assisting disabled students evacuate during emergencies should practice this skill during evacuation drills. Drivers or students who will be assisting with the evacuation process should be familiar with any equipment on the bus that would aid in the actual evacuation.

4. Student Behavior on School Vehicles

Riding school vehicles is a privilege, not a right. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must also comply with the student code of conduct while riding in school vehicles.

a) Rules of Conduct on School Vehicles:

1) Students must obey the driver promptly.

2) Students must wait in a safe place for the bus to arrive, clear of traffic and away from where the vehicle stops.

3) Students are prohibited from fighting, engaging in bullying, harassment or horseplay.

4) Students must enter the bus without crowding or disturbing others and go directly to their assigned seats.

5) Students must remain seated and keep aisles and exits clear while the vehicle is moving.

6) Students are prohibited from throwing or passing objects on, from, or into vehicles.

7) Students may not use profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance on the vehicles.

8) Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items or animals onto the vehicle.

9) Students may carry on conversations in ordinary tones, but may not be loud or boisterous and should avoid talking to the driver while the vehicle is in motion.

Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.

10) Students may not open windows without permission from the driver. Students may not dangle any item (e.g. legs, arms, backpacks) out of the windows.

11) Student must secure any item or items that could break or produce injury if tossed about the inside of the vehicle if the vehicle were involved in an accident

12) Student must respect the rights and safety of others at all times.

13) Students must help keep the vehicle clean, sanitary and orderly. Students must remove all personal items and trash upon exiting.

14) Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.

15) Video cameras may be placed on buses, at random, to monitor student behavior on the bus.

b) Consequences

Drivers must promptly report all student misconduct to the administration. These reports may be oral or written. Students who violate the Rules for Conduct will be referred to their building principal for discipline. Disciplinary consequences may include:

1) Note home to parents

2) Suspension of bus riding privileges

3) Exclusion from extracurricular activities

4) In-school suspension

5) Short term or long term suspension from school

6) Expulsion

These consequences are not progressive, and school officials have discretion to impose any listed punishment they deem appropriate, in accordance with state and federal law and board policy.

c) Records

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be forwarded to law enforcement.

5. Functional Capacity of the Driver

The superintendent or designee shall confirm a pupil transportation driver's functional capacity and ability to conduct the daily tasks and emergency evacuations required of such a driver by:

- Observing the driver complete the required daily tasks and emergency evacuations;

- Observing, questioning, and/or directing the driver to perform tasks in a manner that measures the basic visual, cognitive, and physical abilities to complete the required daily tasks and emergency evacuation; or
- Directing the driver to complete a functional capacity evaluation or assessment conducted by a qualified professional.

The superintendent or designee will remove the driver from duties as a pupil transportation driver if he or she determines that a pupil transportation driver is not functionally capable or able to conduct the daily tasks and emergency evacuations required of such a driver.

6. Satisfactory Driving Criteria.
The superintendent or designee shall annually review every pupil transportation vehicle driver's Nebraska Department of Motor Vehicles driving record before such a driver operates a pupil transportation vehicle.

Individuals who have been convicted of any of the following or who meet any of the following conditions will not be allowed to serve as a pupil vehicle transportation driver:

• If the citation or conviction occurred at any time:
-Motor vehicle homicide; or
-Driving under the influence – 3rd or subsequent offense.
• If the citation or conviction occurred within the last 5 years:
-Driving under the influence of drugs or alcohol;
-Refusal to submit to a chemical test;
-Failure to render aid in accident the driver was involved in;
-Speeding 15 miles per hour or more above the posted speed limit;
-Reckless driving (willful or otherwise);
-Careless driving;
-Negligent driving;
-Leaving the scene of an accident; or
-Failure to yield to a pedestrian with bodily injury to the pedestrian.
• If the driver has accumulated 8 points or more under an operator's license point system within the last 4 years. The superintendent designee has the discretion to prohibit school personnel from driving a school vehicle for a citation or arrest for the above offenses or any other offense or reason. The superintendent or designee will make the final determination about the ability of an individual to serve as a pupil vehicle transportation driver.

Pupil vehicle transportation drivers must inform the superintendent or designee of any citation or conviction related to their driving within 24 hours of its occurrence or at the beginning of the next school day, whichever is earlier.

7. Emergency Evacuation Drill Procedures for Students Who Ride in Small Vehicles.
For purposes of this policy, "small vehicle" shall have the same meaning as in Rule 91 from the Nebraska Department of Education.

In a small vehicle accident or emergency situation, the driver must use his other best judgment to decide what action shall be taken. The primary responsibility is pupil safety. In an emergency it may be necessary that the vehicle be evacuated.

Students who are transported in a Small Vehicle shall be instructed in safe riding practices and participate in emergency evacuation drills at least twice during each school year. These drills shall be conducted in an appropriate location.

Drills shall be conducted to address each of the following reasons that an emergency evacuation may be required:

- The vehicle is on fire, in danger of catching fire, or is close to an existing fire or highly combustible material. Passengers shall be evacuated at least 100 feet or more upwind from the vehicle.
- The vehicle is stopped at an unsafe location and unable to move. The driver shall use his or her judgment regarding the need to evacuate and the distance of the evacuation.
- The vehicle's final stopping position: is in the path of any train or adjacent to railroad tracks; could change and increase danger; or is such that there is danger of collision. The driver shall evacuate the vehicle and use his or her judgment regarding the distance of the evacuation.

The safety of students is of utmost importance and must be given first consideration. Absent extenuating circumstance, the driver will place the transmission in park, activate the hazard warning lights, set the emergency brake, turn the ignition off, and remove the ignition key prior to evacuation.

If possible, students should exit the vehicle on the side away from any roadway.

During an evacuation, students should generally be led to a safe place at least 100 feet off the road in the direction of oncoming traffic. If there is a risk from spilled hazardous materials, lead the students upwind of the vehicle at least 300 feet.

After evacuation, the driver should address any injured students and call 911, law enforcement, or other authorities or service providers as the situation dictates. The driver shall then promptly inform the school district about the emergency situation.

Drivers shall not leave the scene until appropriate transportation arrangements have been made for all students and he/she has been instructed by a member of the administrative team that he/she may leave.

The school may select, train, and prepare students to assist in evacuation in the event that the driver is incapacitated or otherwise unable to direct the evacuation. Such training can include, but need not be limited to, turning off ignition switches; setting emergency brakes; summoning help; using windows for evacuation in emergencies; setting flags and reflectors or reflective triangles; directing the evacuation; and training with evacuation equipment.

Evacuation of Students with Disabilities

Drivers should assess each student's ability to evacuate himself or herself from a Small Vehicle as well as his or her ability to assist others. Disabled students should practice their evacuation skills as required of their non-disabled peers if possible during evacuation drills. Individuals who will be assisting disabled students evacuate during emergencies should practice this skill during evacuation drills. Drivers or others who will be assisting with the evacuation process should be familiar with any specialized equipment in the vehicle and used by disabled students that would aid in the actual evacuation.

Emergency Equipment

Emergency equipment may include first aid kits, fire extinguishers, reflectors, flags, vehicle hazard lights, and other similar equipment. Drivers and students (as appropriate) should be made familiar with the purpose and use of this equipment during drills.

Adopted on: September 9, 2019
Revised on: August 26, 2019
Reviewed on: April 10, 2024

5017
Routine Directory Information

The school district shall disclose the following as routine directory information pertaining to any past, present or future student who is, has been, or will be regularly enrolled in the district.

- Name and grade
- Name of parent and/or guardian
- Address
- Telephone number, including the student's cell phone number
- E-mail address
- Date and place of birth
- Dates of attendance
- The image or likeness of students in pictures, videotape, film or other medium
- Major field of study
- Participation in activities and sports
- Degrees and awards received
- Social media usernames or handles
- Weight and height of members of athletic teams
- Most recent previous school attended
- Certain class work which may be published onto the Internet
- Classroom assignment and/or home room teacher
- Student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user.

Directory information does not include a student's social security number.

Upon request, the district will provide military recruiters and institutions of higher education with the names, addresses, and telephone numbers of high school students unless a student's parents have notified the district in writing that they do not want this information disclosed without their prior written consent. Military recruiters will be granted the same access to a student in a high school grade as is provided to postsecondary educational institutions or to prospective employers of such students.

Within 30 days prior to or following the commencement of each school year and, for a new student who enrolls after the commencement of a school year, within 30 days following such enrollment, the district will notify parents and guardians each year of their rights under this policy and the Family Educational Rights and Privacy Act. Parents will be given an opportunity to prevent the release of this directory information by filing a written objection with the district.

When a student reaches 18 years of age, the permission or consent required of and the rights accorded to the parents or guardians of such student under this policy shall only be required of and accorded to such student. Within 30 days prior to or following the commencement of each school year and, for a new student who enrolls after the commencement of a school year, within 30 days following such enrollment, each school district shall notify each student who is at least 18 years of age or who will reach 18 years of

age during such school year of (1) the option to make a written request to the school district that routine directory information for such student not be released in response to a request made by a military recruiter without such student's written consent and (2) that any such request made previously by a parent or guardian for such student expires upon the student reaching 18 years of age.

Adopted on: July 22, 2019
Revised on:
Reviewed on: April 10, 2024

6005
Academic Credits and Graduation

The district shall accept credits toward graduation that were awarded by an accredited school district, and shall award a diploma to an option enrollment or open enrollment student if the student meets the district's graduation requirements.

Course credit is allowed only for grades 9, 10, 11, 12. Students may repeat courses in which they made failing grades, but it is not necessary to repeat courses not required for graduation.

The responsibility for determining when students are eligible to be graduated from high school is delegated by the Board of Education to the building principal.

Specific Requirements - Each student is expected to successfully complete course work in each of the following areas as listed:

Graduation Requirements Beginning with the Class of 2026

1. English: 40 credits (Must pass English 1 & English 2)
2. Social Studies: 30 credits (Must pass World Civilization, U.S. History and American Government)
3. Mathematics: 30 credits (minimum of 10 at or above Algebra 1)
4. Science: 30 credits. (Must pass a minimum 10 credits of Biology and 10 credits of Physical Science)
5. Physical Education: 20 credits (Must pass Health & ~~Wellness and Fitness~~ & Swim Foundations).
6. Fine Arts: 10 credits
7. Career Education: 25 credits, 5 credits must be from a Personal Finance course. (Must be a Career Pathway Completer or pass the College and Career Readiness ~~Capstone~~ course)
8. Elective Courses: 55 credits

All students must successfully complete 240 hours of credit in grades 9-12, and attend a minimum of seven semesters. All students must function within the guidelines of an Individual Learning Plan.

Graduation Requirements for the Class of 2027 and 2028

1. **English**: 40 credit hours (Must pass English 1 and English 2),
2. **Social_Studies**: 30 credit hours – (Must pass World Civilization, Government, and US History)
3. **Mathematics**: 30 credit hours (10 credit hours must be earned in an Algebra course
4. **Science**: 30 credit hours (10 credit hours of Biology and 10 credit hours of Physical Science)
5. **Physical Education**: 20 credit hours (Must pass Health and Swim) If students test out of Swim Foundations, they need 5 credits of additional PE.
6. **Fine Arts**: 10 credit hours -
7. **Career and Technical Education**: 25 credit hours
    - Career Training Programs (must be a Career Pathway Completer or pass College and Career Readiness course) 15 credits
    - Personal Finance: 5 credit hours
    - Intro to Computer Science: 5 credits
8. **Elective Courses**: 55 credit hours -
   Any additional credits beyond required coursework.

Minimum Credits to graduate 240

Graduation Requirements Beginning with the Class of 2029

1. English: 40 credits (Must pass English 1, English 2, English 3 or AP English)
2. Social Studies: 30 credits (Must pass World Civilization, U.S. History and American Government)
3. Mathematics: 30 credits (minimum of 10 at or above Algebra 1)
4. Science: 30 credits. (Must pass Biology, Chemistry, and Physics)
5. Physical Education: 20 credits (Must pass Health & Wellness and Fitness & Swim Foundations)
6. Fine Arts: 10 credits
7. Career Education: 25 credits
    - Career Training Programs (must be a Career Pathway Completer or pass College and Career Readiness): 15 credits
    - Personal Finance: 5 credit hours
    - Intro to Computer Science: 5 credits
8. Elective Courses: 55 credits

All students must successfully complete 240 credits in grades 9-12, and attend a minimum of seven semesters. All students must function within the guidelines of an Individual Learning Plan.

Community Service

All students must complete 10 hours of community service for each year of attendance at Ralston High School (40 total).

Early Graduation

Students may graduate at mid-term of their senior year if they make formal application to the Senior Counselor prior to November 1st of their senior year.

Students may graduate in fewer than seven semesters if they make formal application by the end of the first term the year prior to early graduation. Early graduation requests for students completing fewer than seven semesters must be approved by the Board of Education.

The High School Principal will review any unique circumstances related to these graduation requirements for any student and make appropriate recommendations to the Superintendent.

Any student requesting to graduate prior to completing eight semesters of high school must complete a minimum of 40 hours of community service to be eligible for early graduation.

Pupil Progress-Secondary

Pupils in grades 9-12, with approval of the superintendent or his/her designee, may earn credit by correspondence from an accredited school approved by the Nebraska department of Education, provided work is supervised by a teacher with valid Nebraska certification.

Pupils may enroll in approved night school courses that meet Nebraska Department of Education specifications, and thereby earn credit toward secondary school graduation requirements provided that approval has been granted by the superintendent or his/her designee.

Adopted on: January 8, 2018
Revised on: May 11, 2026
Reviewed on: April 13, 2026

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