Board of Education Regular Meeting
Monday, October 28, 2019 6:00 PM

Virginia Moon Administrative Center
8545 Park Drive
Ralston, NE 68127-3621

<u>Agenda</u>

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 School Improvement--Cognia Overview
      Speaker(s): Dr. Michael Rupprecht
   6.2. NSCAS Data Review
      Speaker(s): Dr. Michael Rupprecht
   6.3. Government Relations Update
      Speaker(s): Dr. Mark Adler
   6.4. NASB Updates and Information
      Speaker(s): Dr. Jay Irwin
   6.5. Enrollment Update
      Speaker(s): Dr. Mark Adler
   6.6. Board of Education Vacancy Timeline
      Speaker(s): Dr. Mark Adler
   6.7. Board of Education Professional Development
      Speaker(s): Ms. Linda Richards
7. Standards Based School Improvement
   7.1. Administrative Cabinet Evaluation System (Action)
      Speaker(s): Dr. Mark Adler & Dr. Cecilia Wilken
   7.2. RAVE Safety App (Action)
      Speaker(s): Mr. Jason Buckingham
   7.3. Early Graduation Request--Kathy Kolle (Action)

      Speaker(s): Dr. Mark Adler
   7.4. Early Graduation Request--Jakson Tamisiea (Action)

   7.5. Board of Education Resignation Request--Mr. Michael Overkamp (Action)

Speaker(s): Dr. Mark Adler
8. Policy Review
9. Executive Session Disclosure
10. Pre-Adjournment Information and Activities
    10.1. Announcements
    10.2. Board of Education Supplemental Meeting Information
    10.3. Future Board Calendar
11. Adjourn

2009
Public Participation at Board Meetings

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

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

The board is not required to allow citizens to speak at each meeting, but it will provide the opportunity for public participation at least four times per year. 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 may require members of the public desiring to address the board to identify themselves.

Adopted on: March 25, 2019
Revised on:
Reviewed on: March 25, 2019

Ralston Board of Education
Public Comment Procedures

The Ralston Board of Education appreciates the public's right to provide public comment. It is the practice of the Ralston Board to listen to the public comment, without discussion between the public and the Board. Should you have a question or ask for follow-up from the Board, the Board President or Chair of the meeting will direct the Superintendent to address the requests and provide additional information to you as appropriate. We ask that you refrain from personal comments about individuals and the use of vulgar or inappropriate language in addressing the Board.

The following will help guide the Public Comment agenda item at Board Meetings and Public Hearings:

1. Persons speaking during Public Comment will be called forward individually by the Board President or Chair to the location identified for such purpose.
2. The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may only speak one time per topic and must limit comments to around three (3) minutes. In the event more than 10 individuals wish to address the board, the 30 minutes will be divided equally between the number of speakers. At the discretion of the Board President or Chair, speakers may be allotted additional time.
3. Each individual speaking to the Board will be required to identify himself or herself prior to giving public comment or when related business is on the agenda. A "Record of Appearance" card is provided for this purpose.
4. Persons wishing to appear will be heard in the order in which the Board President or Chair of the meeting determines appropriate.
5. In cases where more than one person wishes to speak on the same topic, their presentations to the Board may, at the discretion of the Board President or Chair, be grouped together by topic.
6. Persons speaking to the Board during public comment may make printed materials available to the Board but may not use any other form of media.

Public Participation at Board Meetings Form

Ralston Board of Education
PUBLIC COMMENTS

The purpose of "Public Participation" is for the Board of Education to hear comments from the public. Since comments are not on the published agenda the Board will not discuss and/or answer questions during "Public Comments."

The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may only speak one time per topic and must limit comments to around three (3) minutes. In the event more than 10 individuals wish to address the board, the 30 minutes will be divided equally between the number of speakers. At the discretion of the Board President or Chair, speakers may be allotted additional time.

PLEASE PRINT

Name _____ Date_____

Address _____

City _____ State _____ Zip Code _____

Subject of Public Comment: _____

_____

_____

Board of Education Regular Meeting
8545 Park Dr.
Ralston, Nebraska 68127

Monday, October 14, 2019 6:00 PM

REGULAR MEETING – October 14, 2019
The regular meeting of the Board was called to order at 6:00 pm. In addition to the board members, those in attendance included Dr. Mark Adler, Mr. Jason Buckingham, Dr. Mike Rupprecht, Dr. Cecilia Wilken, Ms. Melissa Stolley, and Mr. Jim Frederick.   A motion was made by Mr. Overkamp and seconded by Dr. Irwin to excuse board members Linda Richards and Mary Roarty.

Mr. Overkamp:	Yea
Mrs. Kumru:	Yea
Dr. Irwin:	Yea
Mrs. Johnson:	Yea

CONSENT AGENDA
Consent agenda items include minutes from the September 23 meeting; September Financial Reports, September bills in the amount of $474,316.13 for the General Fund, and $263,875.75 for the Building Fund. Prior to the meeting Mike Overkamp and Elizabeth Kumru reviewed the bills. Local Substitute Certificate for Jill Anderson. Motion to approve consent agenda made by Dr. Irwin and seconded by Mrs. Kumru.

Mr. Overkamp:	Yea
Dr. Irwin:	Yea
Mrs. Johnson:	Yea
Mrs. Kumru:	Yea

 BUSINESS ITEMS / BOARD DEVELOPMENT / COMMUNICATION

Board Comments
Each board member extended their condolences with respect to the passing of board president Linda Richard's mother.   Mike Overkamp regretfully announced to the board that he would be resigning as board treasurer effective October 28, 2019.   Mr. Overkamp announced that he received a promotion at his workplace which will require extensive travel and cannot effectively serve due to these new time constraints.

Superintendent's Report
Due to the announcement of Mr. Overkamp's resignation, Dr. Adler briefly described the procedures required to replace a school board member who resigns before the end of their term. The board will vote to officially approve the resignation request at the October 28th meeting and more discussion will follow.

RHS Early Graduation Requests
Two Ralston High School juniors were in attendance seeking permission from the board to graduate one year early in the spring of 2020.   Jakson Tamisea and Kathy Kolle presented their reasons why they are wishing to graduate early and answered questions from board members.   The board will vote on each request at the October 28 meeting.

AQuESST/NWEA Map Data Overview
Dr. Cecilia Wilken and Dr. Mike Rupprecht briefly discussed the recent release of the AQuESST results as well as the NWEA Map data for Ralston Public Schools.

PLC Strategic Priority Update
Dr. Cecilia Wilken outlined the strategic priority draft with the board.   She listed staff members of the workgroup as well as describing the three focus areas: PLC Culture, Technical Structures and Capacity Building. In addition she shared the District Achievement Plan regarding PLC's which included the action steps to be taken as well as a timeline.

Administrative Cabinet Evaluation System
Dr. Adler and Dr. Wilken reviewed the cabinet evaluation instruments for the Student Services Administrator, Curriculum Administrator, Business Administrator and Human Resources Administrator. These systems have been updated to align with the Charlotte Danielson's Framework for Teaching. The board discussed each instrument and will be asked to approve any changes at the next board of education meeting.

RAVE Safety App
Mr. Buckingham discussed the RAVE Safety App which allows submissions of anonymous tips and also faster emergency response if a dangerous situation were to occur in a school. This app will notify police, fire and medical with the single push of a button. It will also deliver a preset notification to all necessary personnel.   The board members were asked to review all features regarding the app and approval will be sought at the October 28 meeting.

Government Relations Update
Linda Richards was not in attendance – no update provided.

Enrollment Update
Enrollment is holding steady, the district is sitting at a positive 17 students.

STANDARD BASED SCHOOL IMPROVEMENT
(No agenda items)

Adjournment
The board voted to adjourn at 8:08 pm.   Motion by Dr. Irwin and seconded by Mr. Overkamp.

Mrs. Johnson: Yea
Dr. Irwin: Yea
Mrs. Kumru: Yea
Mr. Overkamp: Yea

The next regular meeting is Monday, October 28, 2019, at 6:00 pm at the Virginia Moon Administration Center

_____
Mrs. Linda Richards, President

_____
Dr. Jay Irwin, Secretary

Ralston Public Schools
District-wide School Improvement Overview

Board of Education Presentation
October 28th, 2019

Ralston
PUBLIC SCHOOLS

AdvancED®

- Accreditation
- Certification
- Performance and Recognition

measured progress

- Professional Services
- Assessment
- Consulting

cognia

Combined to help schools drive continuous improvement

Cognia Professional Services

- In person, online, or customized
  - Student engagement
  - Leadership capacity
  - Instructional effectiveness
  - Assessment and data literacy
  - STEM teaching and learning
  - Preparation for accreditation and certification
  - Comprehensive, targeted support

Nebraska AQuESTT

	NDE Strategic Plan AQuESTT	Cognia Domains and Standards		Cognia Quality Factors (SQF)
Leadership	Goals and outcomes	Leadership standards: Learning standards: Resource standards:	1.1, 1.3, 1.4, 1.5, 1.7, 1.10 2.2, 2.6, 2.12 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8	High Expectations Resource Management Implementation Capacity
Success, access, and support	Positive partnerships, relationships, and success	Leadership standards: Learning standards: Resource standards:	1.8 2.4, 2.7, 2.9, 2.10, 2.11 3.2	Health Culture Impact of Instruction Efficacy of Engagement High Expectations
	Transitions	Learning standards:	2.5, 2.9, 2.11	Clear Direction Implementation Capacity
	Educational opportunities and access	Leadership standards: Learning standards: Resource standards:	1.2, 1.3, 1.7, 1.9 2.1, 2.3, 2.4, 2.5, 2.6, 2.8 3.5, 3.6	Impact of Instruction High Expectations Resource management
Teaching, learning, and serving	College, career, and civic ready	Learning standards: Resource standards:	2.1, 2.2, 2.4, 2.5, 2.6, 2.8 3.5	High Expectations Impact of Instruction
	Assessment	Leadership standards: Learning standards:	1.2, 1.3, 1.10 2.7, 2.9, 2.10, 2.11, 2.12	High Expectations Impact of Instruction
	Educator Effectiveness	Leadership standards: Learning standards: Resource standards:	1.2, 1.6, 1.9 2.2, 2.3, 2.7, 2.11 3.1, 3.2, 3.3, 3.5, 3.7, 3.8	Efficacy of Engagement Impact of Instruction

2018-2019 Engagement Review

	Exceeds	Meets	Emerging	Needs Improvement
Leadership capacity	7	4	0	0
Learning capacity	5	3	2	2
Resource capacity	4	3	1	0

Index of Educational Quality (IEQ)

100   200   300   350.16   400

278.34 - 283.33
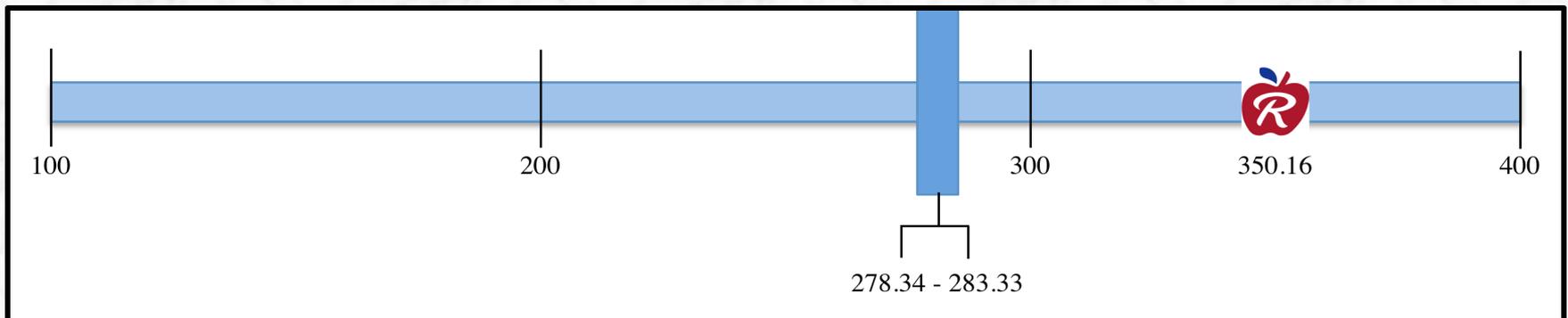
District Steering Committee (DSC)

- Monthly meetings led by teachers
- Promote an understanding of school improvement
- Provide leadership opportunities for staff members
- Primary responsibilities
  - Accreditation timeline and annual activities
  - Coordination, communication and celebration
  - Expectations and standards
  - Disaggregation and dissemination of data
  - Building SIP support

DSC Membership

- Cohort group of 8 members +1 advisor
  - Member of a building leadership team
  - Five year term
- ELEOT 2.0 certified
- External accreditation visits encouraged, but not required

If everyone is moving forward together, then success takes care of itself.

- Henry Ford
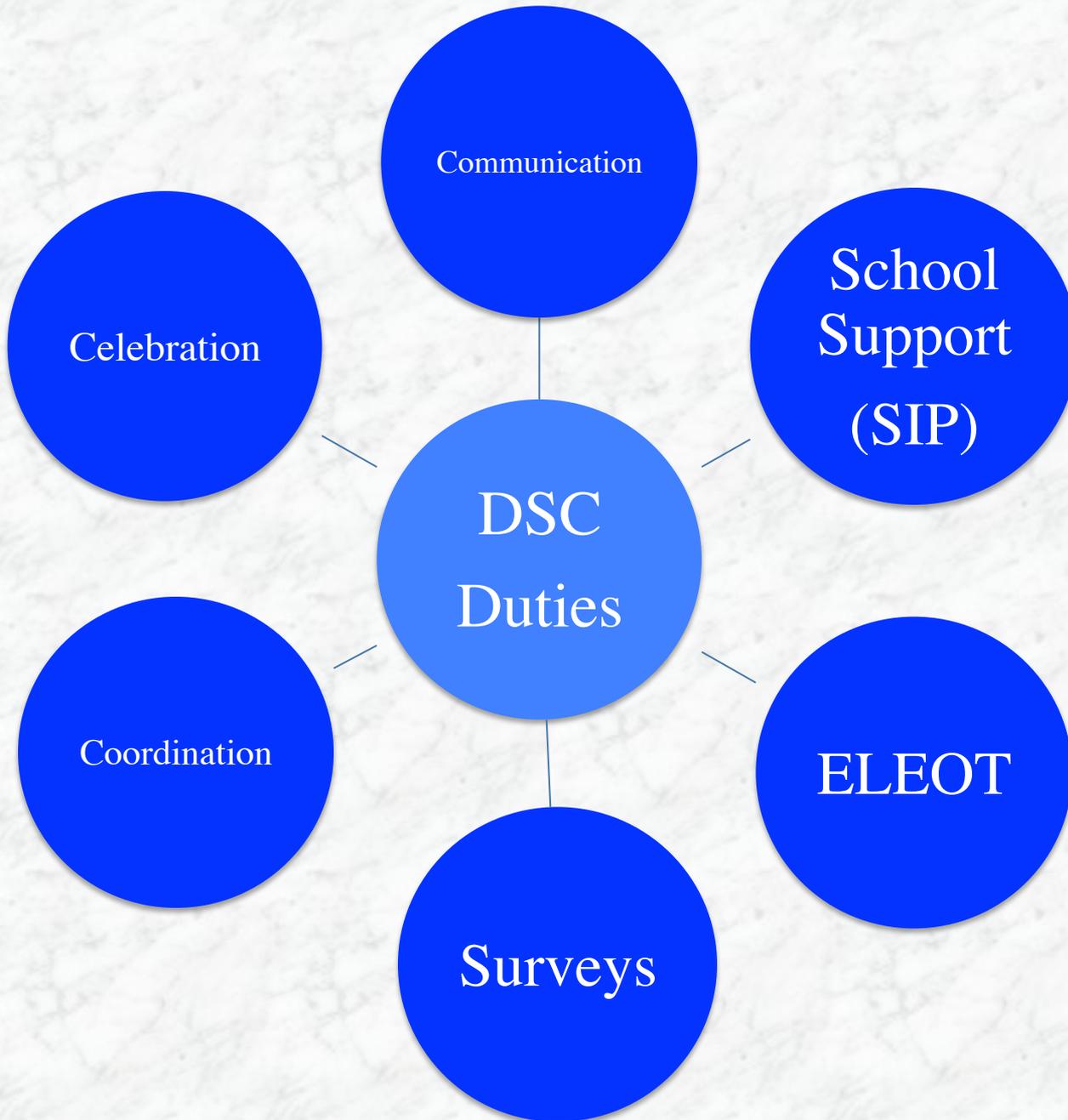
Accreditation Timeline

- Year 1
  - SQF planning tool
- Year 2:
  - Parent culture and climate survey
  - ELEOT observations
  - Informal review
- Year 3
  - Student culture and climate survey

Accreditation Timeline

- Year 4
  - Teacher culture and climate survey
  - Staff culture and climate survey
  - Teacher experience inventory
  - ELEOT observations
- Year 5
  - SQF diagnostic

Ralston Public Schools
NSCAS Data Review

Board of Education Presentation
October 28th, 2019

Ralston
PUBLIC SCHOOLS

NSCAS Overview

- Aligned to Nebraska College and Career Readiness standards
  - Grades 3-8: English Language Arts & Math
  - Grades 5 & 8: Science
    - CCR field test, spring 2020 (students not scored)
    - NSCAS science available, spring 2021
- Computer adaptive assessment
- Alternate assessments available for students with significant cognitive disabilities

The Future of NSCAS

- Future assessment model will offer…
  - Better integration between Interim (MAP Growth) and Summative (NSCAS) assessments
  - Near immediate test results in 2019-2020
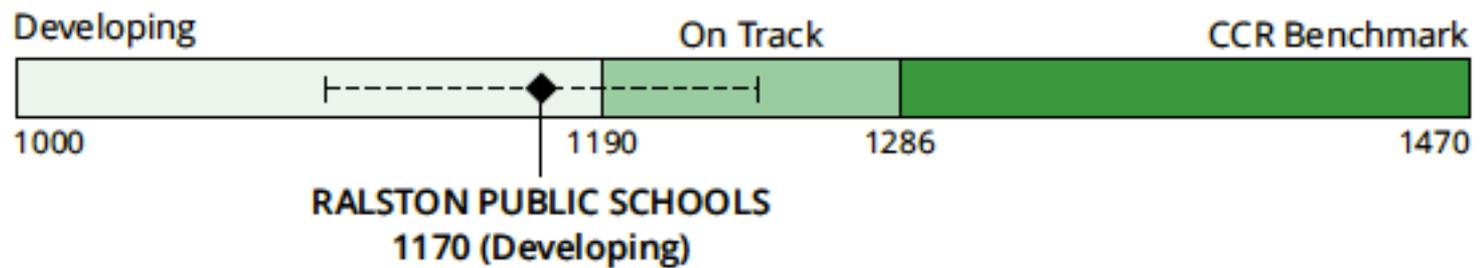 - Provide more useful data throughout the year
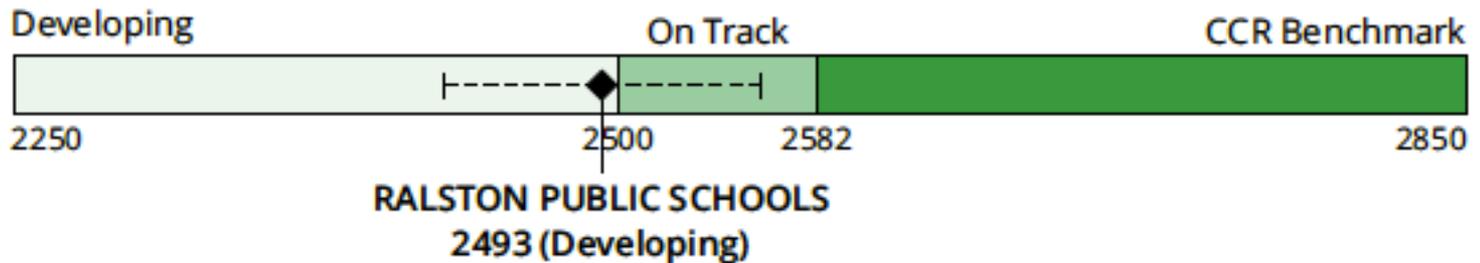
3rd Grade

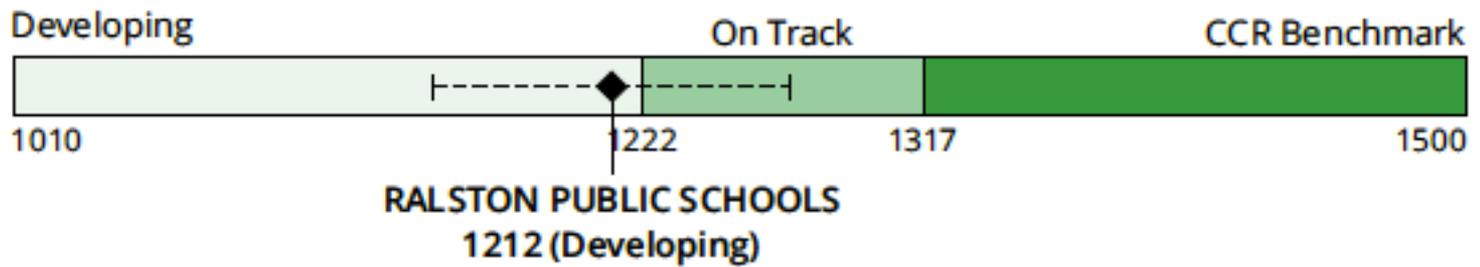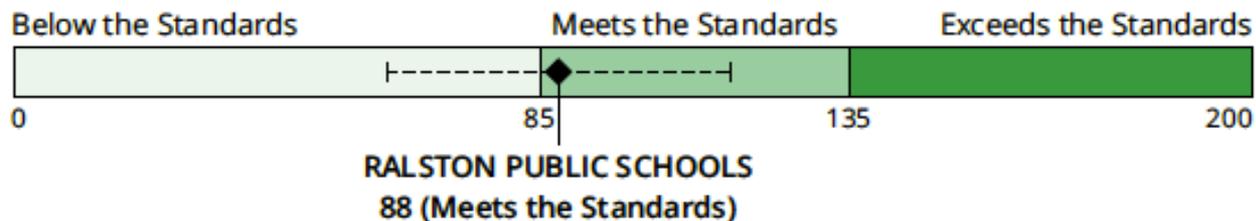- English Language Arts
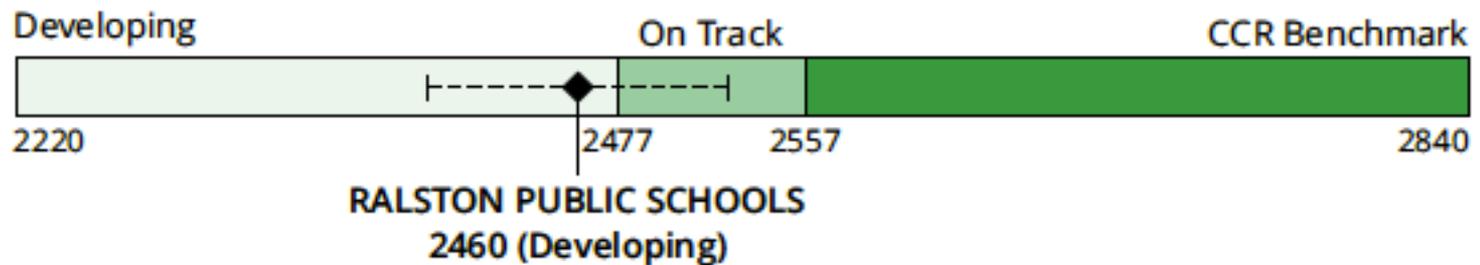
- Mathematics

4th Grade

- English Language Arts

Developing | On Track | CCR Benchmark
2250 — 2500 — 2582 — 2850
RALSTON PUBLIC SCHOOLS
2493 (Developing)

- Mathematics

Developing | On Track | CCR Benchmark
1010 — 1222 — 1317 — 1500
RALSTON PUBLIC SCHOOLS
1212 (Developing)

5ᵗʰ Grade

- English Language Arts

Developing		On Track		CCR Benchmark

2280   2531   2599   2860

RALSTON PUBLIC SCHOOLS
2501 (Developing)

- Mathematics

Developing		On Track		CCR Benchmark

1020   1236   1331   1510

RALSTON PUBLIC SCHOOLS
1222 (Developing)

- Science

Below the Standards		Meets the Standards		Exceeds the Standards

0   85   135   200

RALSTON PUBLIC SCHOOLS
88 (Meets the Standards)

6th Grade

- English Language Arts

| Developing | On Track | CCR Benchmark |
| 2290 | 2543   2603 | 2870 |

RALSTON PUBLIC SCHOOLS
2530 (Developing)

- Mathematics

| Developing | On Track | CCR Benchmark |
| 1030 | 1244   1342 | 1530 |

RALSTON PUBLIC SCHOOLS
1245 (On Track)
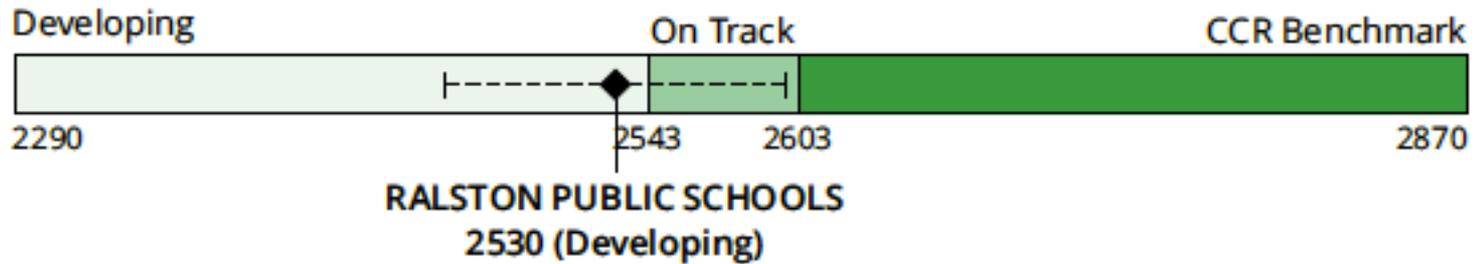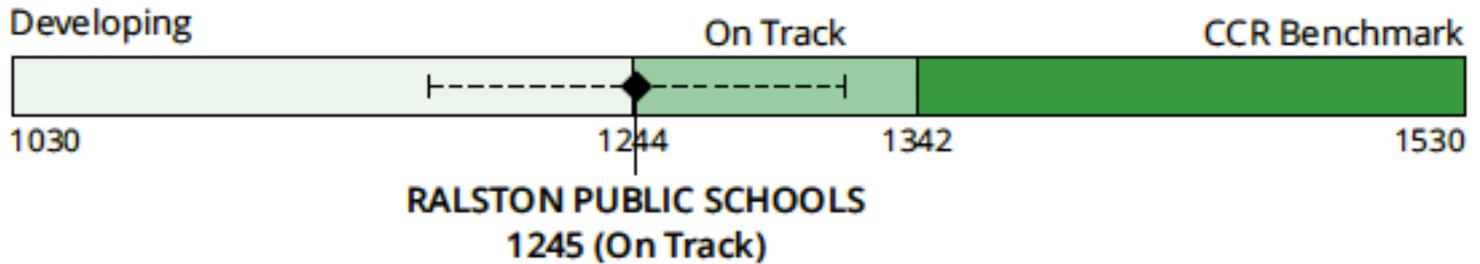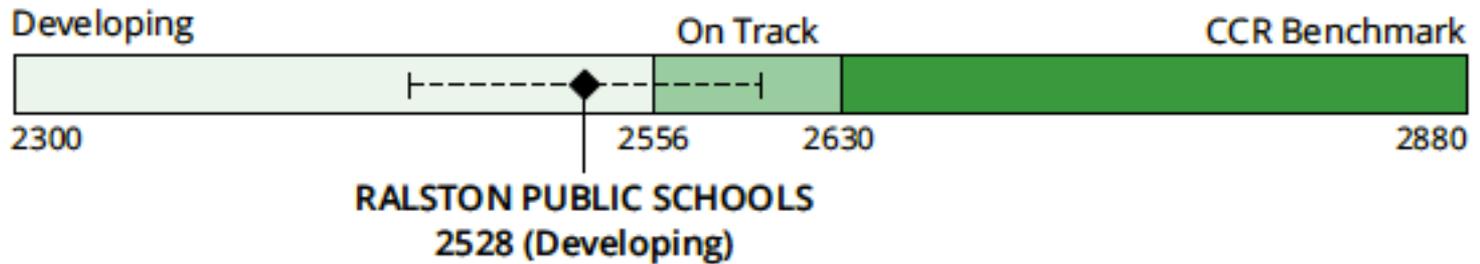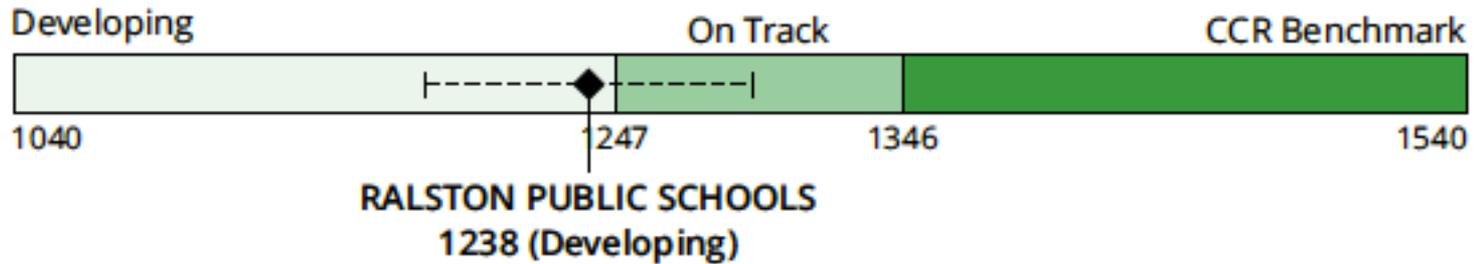
7th Grade

- English Language Arts

- Mathematics

8th Grade

- English Language Arts

Developing	On Track	CCR Benchmark
2310	2561　2632	2890

RALSTON PUBLIC SCHOOLS
2550 (Developing)

- Mathematics

Developing	On Track	CCR Benchmark
1050	1264　1365	1550

RALSTON PUBLIC SCHOOLS
1248 (Developing)

- Science

Below the Standards	Meets the Standards	Exceeds the Standards
0	85　135	200

RALSTON PUBLIC SCHOOLS
90 (Meets the Standards)
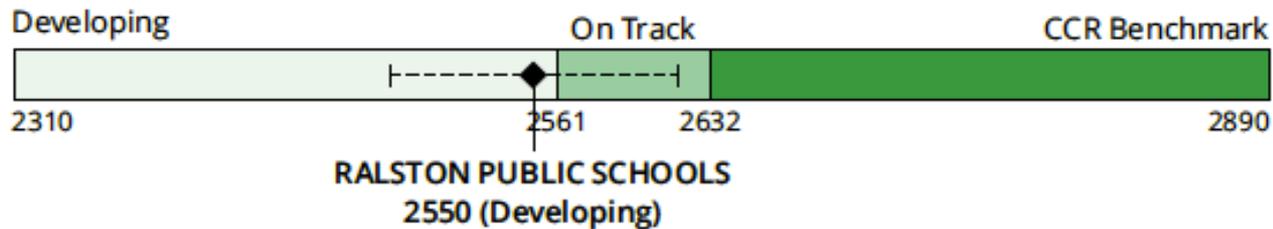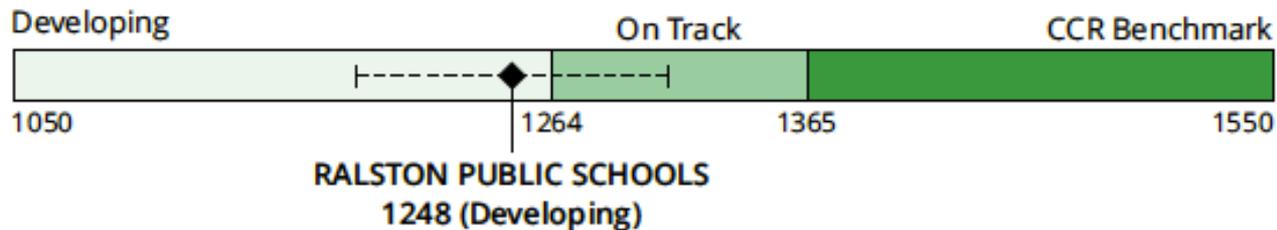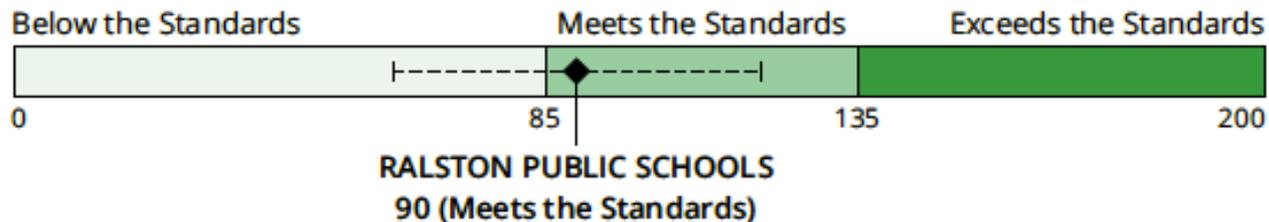
Longitudinal Summary

- ## English language arts
  - Growth: 4th (+2%), 6th (+2%)
  - Decrease: 3rd (-3%), 5th (-8%), 7th (-5%), and 8th (-2%)

- ## Mathematics
  - Growth: 3rd (+7%), 4th (+14%), and 5th (+5%)
  - Decrease: 6th (-5%), 7th (-3%), and 8th (-6%)

- ## Science
  - Stable: 5th (+2%), 8th (-1%)

Ralston PUBLIC SCHOOLS

Board of Education Legislative Goals
2018/2019

Ralston Public Schools Non-negotiables

- RPS will continue to cultivate a systems thinking approach to all school business and operations through our defined strategic planning process.
- RPS will continue to provide the programs and services that support the strategic plan areas of Achievement, Character, 21st Century Learning, AdvancED School Improvement, and District Communications.
- RPS will continue to refine and grow our academic programs to meet the needs of all of our students.
- RPS will continue to deliver 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 to meet the demands of a changing society.
- RPS will refine and grow our outreach programs and service expectations to all stakeholders.
- RPS will continue to offer a rich variety of research based instructional programs and curricular offerings to meet the needs of all learners.
- 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.**
- Continued emphasis of State Equalization Aid (TEEOSA) and the infusion of further dollars into the aid formula.
- Oppose tax cuts that endanger any part of the State's revenue stream.
- Monitor any legislation that adjusts property valuation.
- Increase Special Education Funding.
- Continue to support and enhance Learning Community Programs that serve at-risk and diverse student populations in Ralston and within the Metro Area.
- Support legislation or the infusion of more funding for early childhood programs specifically programs serving students in high poverty high need areas. This may include the adjustment of the needs formula for pre-school students within TEEOSA
- Encourage further adjustments to the needs formula within TEEOSA specifically ELL and poverty. Are the current needs calculations in these areas addressing the increasing needs students and schools encounter?
- Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas.
- Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being.
- Oppose any legislation that advances any initiative addressing charter schools or voucher systems that reduce funding and opportunities for public schools.

2019 LEGISLATIVE COMMITTEES
Committee on Committees Preliminary Report
Standing Committees

Agriculture (8)
Rm. 1524 - Tuesday
Halloran (C), Albrecht, Blood, Chambers, Hansen, B., Lathrop, Moser, Slama

Appropriations (9)
Rm. 1003 – Monday, Tuesday, Wednesday, Thursday, & Friday
Stinner (C), Bolz, Clements, Dorn, Erdman, Hilkemann, McDonnell, Vargas, Wishart

Banking, Commerce and Insurance (8)
Rm. 1507 - Monday & Tuesday
Williams (C), Gragert, Howard, Kolterman, La Grone, Lindstrom, McCollister, Quick

Business and Labor (7)
Rm. 1524 - Monday
Hansen, M. (C), Chambers, Crawford, Halloran, Hansen, B., Lathrop, Slama

Education (8)
Rm. 1525 - Monday & Tuesday
Groene (C), Brewer, Kolowski, Linehan, Morfeld, Murman, Pansing Brooks, Walz

General Affairs (8)
Rm. 1510 - Monday
Briese (C), Albrecht, Arch, Blood, Hunt, Lowe, Moser, Wayne

Government, Military and Veterans Affairs (8)
Rm. 1507 - Wednesday, Thursday, & Friday
Brewer (C), Blood, Gragert, Hansen, M., Hilgers, Hunt, Kolowski, Lowe

Health and Human Services (7)
Rm. 1510 - Wednesday, Thursday, & Friday
Howard (C), Arch, Cavanaugh, Hansen, B., Murman, Walz, Williams

Judiciary (8)
Warner Chamber - Wednesday, Thursday, & Friday
Lathrop (C), Brandt, Chambers, DeBoer, Morfeld, Pansing Brooks, Slama, Wayne

Natural Resources (8)
Rm. 1525 - Wednesday, Thursday, & Friday
Hughes (C), Albrecht, Bostelman, Geist, Halloran, La Grone, Moser, Quick

Nebraska Retirement Systems (6)
Rm. 1525 - At call of Chair
Kolterman (C), Bolz, Groene, Kolowski, Lindstrom, Stinner

Revenue (8)
Rm. 1524 - Wednesday, Thursday, & Friday
Linehan (C), Briese, Crawford, Friesen, Groene, Kolterman, Lindstrom, McCollister

Transportation and Telecommunications (8)
Warner Chamber - Monday & Tuesday
Friesen (C), Bostelman, Brandt, Cavanaugh, DeBoer, Geist, Hilgers, Hughes

Urban Affairs (7)
Rm. 1510 - Tuesday
Wayne (C), Arch, Briese, Crawford, Hansen, M., Hunt, Lowe

Select Committees

Committee on Committees (13)
Hilkemann (C)

District 1:	*District 2:*	*District 3:*
Bostelman	Howard	Erdman
Hilgers	Lathrop	Friesen
Pansing Brooks	Lindstrom	Groene
Morfeld (VC)	Vargas	Murman

Enrollment and Review (1)
Slama (C)

Reference (9)
Hilgers (C), Vargas (VC), Bolz, Chambers, Hughes, Kolterman, Lowe, McCollister, Scheer, Stinner (nonvoting ex officio)

Rules (6)
Crawford (C), Erdman, Howard, Hansen, M., Lathrop, Scheer (ex officio)

Special Committees

Building Maintenance (6)

Education Commission of the States (3)

Executive Board of the Legislative Council (9)
Hilgers (C), Vargas (VC), Bolz, Chambers, Hughes, Kolterman, Lowe, McCollister, Scheer, Stinner (nonvoting ex officio)

Justice Reinvestment Oversight (5)

Legislative Performance Audit (7)

Legislature's Planning (9)

Midwestern Higher Education Commission (Midwest Compact) (2)

State-Tribal Relations (7)

2019 NEBRASKA UNICAMERAL LEGISLATURE
Alphabetical List

Capitol Mailing Address: Senator _____
District # State Capitol
PO Box 94604
Lincoln NE 68509-4604

As of 1/09/2019

Senator	District	Capitol Phone	Room	City
Albrecht, Joni	17	(402) 471-2716		Thurston
Arch, John	14	(402) 471-2730		La Vista
Blood, Carol	3	(402) 471-2627		Bellevue
Bolz, Kate	29	(402) 471-2734		Lincoln
Bostelman, Bruce	23	(402) 471-2719		Brainard
Brandt, Tom	32	(402) 471-2711		Plymouth
Brewer, Tom	43	(402) 471-2628		Gordon
Briese, Tom	41	(402) 471-2631		Albion
Cavanaugh, Machaela	6	(402) 471-2714		Omaha
Chambers, Ernie	11	(402) 471-2612		Omaha
Clements, Robert	2	(402) 471-2613		Elmwood
Crawford, Sue	45	(402) 471-2615		Bellevue
DeBoer, Wendy	10	(402) 471-2718		Bennington
Dorn, Myron	30	(402) 471-2620		Adams
Erdman, Steve	47	(402) 471-2616		Bayard
Friesen, Curt	34	(402) 471-2630		Henderson
Geist, Suzanne	25	(402) 471-2731		Lincoln
Gragert, Tim	40	(402) 471-2801		Creighton
Groene, Mike	42	(402) 471-2729		North Platte
Halloran, Steve	33	(402) 471-2712		Hastings
Hansen, Ben	16	(402) 471-2728		Blair
Hansen, Matt	26	(402) 471-2610		Lincoln
Hilgers, Mike	21	(402) 471-2673		Lincoln
Hilkemann, Robert	4	(402) 471-2621		Omaha
Howard, Sara	9	(402) 471-2723		Omaha
Hughes, Dan	44	(402) 471-2805		Venango
Hunt, Megan	8	(402) 471-2722		Omaha
Kolowski, Rick	31	(402) 471-2327		Omaha
Kolterman, Mark	24	(402) 471-2756		Seward
La Grone, Andrew	49	(402) 471-2725		Gretna
Lathrop, Steve	12	(402) 471-2623		Omaha
Lindstrom, Brett	18	(402) 471-2618		Omaha
Linehan, Lou Ann	39	(402) 471-2885		Elkhorn
Lowe, John S., Sr.	37	(402) 471-2726		Kearney
McCollister, John S.	20	(402) 471-2622		Omaha
McDonnell, Mike	5	(402) 471-2710		Omaha
Morfeld, Adam	46	(402) 471-2720		Lincoln
Moser, Mike	22	(402) 471-2715		Columbus
Murman, Dave	38	(402) 471-2732		Glenvil
Pansing Brooks, Patty	28	(402) 471-2633		Lincoln
Quick, Dan	35	(402) 471-2617		Grand Island
Scheer, Jim	19	(402) 471-2929		Norfolk
Slama, Julie	1	(402) 471-2733		Peru
Stinner, John P.	48	(402) 471-2802		Gering
Vargas, Tony	7	(402) 471-2721		Omaha
Walz, Lynne	15	(402) 471-2625		Fremont
Wayne, Justin T.	13	(402) 471-2727		Omaha
Williams, Matt	36	(402) 471-2642		Gothenburg
Wishart, Anna	27	(402) 471-2632		Lincoln

2018 NEBRASKA UNICAMERAL LEGISLATURE
District List

Capitol Mailing Address: Senator _____
District # State Capitol
PO Box 94604
Lincoln NE 68509-4604

District	Senator	Capitol Phone	Room	City
1	**Slama**, Julie	(402) 471-2733		Peru
2	**Clements**, Robert	(402) 471-2613		Elmwood
3	**Blood**, Carol	(402) 471-2627		Bellevue
4	**Hilkemann**, Robert	(402) 471-2621		Omaha
5	**McDonnell**, Mike	(402) 471-2710		Omaha
6	**Cavanaugh**, Machaela	(402) 471-2714		Omaha
7	**Vargas**, Tony	(402) 471-2721		Omaha
8	**Hunt**, Megan.	(402) 471-2722		Omaha
9	**Howard**, Sara	(402) 471-2723		Omaha
10	**DeBoer**, Wendy	(402) 471-2718		Bennington
11	**Chambers**, Ernie	(402) 471-2612		Omaha
12	**Lathrop**, Steve	(402) 471-2623		Omaha
13	**Wayne**, Justin T.	(402) 471-2727		Omaha
14	**Arch**, John	(402) 471-2730		La Vista
15	**Walz**, Lynne	(402) 471-2625		Fremont
16	**Hansen**, Ben	(402) 471-2728		Blair
17	**Albrecht**, Joni	(402) 471-2716		Thurston
18	**Lindstrom**, Brett	(402) 471-2618		Omaha
19	**Scheer**, Jim	(402) 471-2929		Norfolk
20	**McCollister**, John S.	(402) 471-2622		Omaha
21	**Hilgers**, Mike	(402) 471-2673		Lincoln
22	**Moser**, Mike	(402) 471-2715		Columbus
23	**Bostelman**, Bruce	(402) 471-2719		Brainard
24	**Kolterman**, Mark	(402) 471-2756		Seward
25	**Geist**, Suzanne	(402) 471-2731		Lincoln
26	**Hansen**, Matt	(402) 471-2610		Lincoln
27	**Wishart**, Anna	(402) 471-2632		Lincoln
28	**Pansing Brooks**, Patty	(402) 471-2633		Lincoln
29	**Bolz**, Kate	(402) 471-2734		Lincoln
30	**Dorn**, Myron	(402) 471-2620		Adams
31	**Kolowski**, Rick	(402) 471-2327		Omaha
32	**Brandt**, Tom	(402) 471-2711		Plymouth
33	**Halloran**, Steve	(402) 471-2712		Hastings
34	**Friesen**, Curt	(402) 471-2630		Henderson
35	**Quick**, Dan	(402) 471-2617		Grand Island
36	**Williams**, Matt	(402) 471-2642		Gothenburg
37	**Lowe**, John S., Sr.	(402) 471-2726		Kearney
38	**Murman**, Dave	(402) 471-2732		Glenvil
39	**Linehan**, Lou Ann	(402) 471-2885		Elkhorn
40	**Gragert**, Tim	(402) 471-2801		Creighton
41	**Briese**, Tom	(402) 471-2631		Albion
42	**Groene**, Mike	(402) 471-2729		North Platte
43	**Brewer**, Tom	(402) 471-2628		Gordon
44	**Hughes**, Dan	(402) 471-2805		Venango
45	**Crawford**, Sue	(402) 471-2615		Bellevue
46	**Morfeld**, Adam	(402) 471-2720		Lincoln
47	**Erdman**, Steve	(402) 471-2616		Bayard
48	**Stinner**, John P.	(402) 471-2802		Gering
49	**La Grone**, Andrew	(402) 471-2725		Gretna

2019 Legislative Session

January

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

February

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

March

Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1 DAY 34	2
3	4 DAY 35	5 DAY 36	6 DAY 37	7 DAY 38	8 RECESS	9
10	11 RECESS	12 DAY 39	13 DAY 40	14 DAY 41	15 DAY 42	16
17	18 DAY 43	19 DAY 44	20 DAY 45	21 DAY 46	22 RECESS	23
24 31	25 DAY 47	26 DAY 48	27 DAY 49	28 DAY 50	29 RECESS	30

April

Sun	Mon	Tue	Wed	Thur	Fri	Sat
	1 RECESS	2 DAY 51	3 DAY 52	4 DAY 53	5 DAY 54	6
7	8 DAY 55	9 DAY 56	10 DAY 57	11 DAY 58	12 RECESS	13
14	15 DAY 59	16 DAY 60	17 DAY 61	18 DAY 62	19 RECESS	20
21	22 RECESS	23 DAY 63	24 DAY 64	25 DAY 65	26 DAY 66*	27
28	29 DAY 67	30 DAY 68				

May

Sun	Mon	Tue	Wed	Thur	Fri	Sat
			1 DAY 69	2 DAY 70	3 RECESS	4
5	6 RECESS	7 DAY 71	8 DAY 72	9 DAY 73	10 DAY 74	11
12	13 DAY 75	14 DAY 76	15 DAY 77	16 DAY 78	17 RECESS	18
19	20 RECESS	21 DAY 79	22 DAY 80	23 DAY 81	24 DAY 82	25
26	27 HOLIDAY	28 DAY 83	29 DAY 84	30 DAY 85	31 DAY 86	

June

Sun	Mon	Tue	Wed	Thur	Fri	Sat
						1
2	3 DAY 87	4 DAY 88	5 DAY 89	6 DAY 90	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24	25	26	27	28	29

Legislative Recess Days

February 15, 25
March 8, 11, 22, 29
April 1, 12, 19, 22
May 3, 6, 17, 20

Federal & State Holidays

January 21 – Martin Luther King Jr. Day
February 18 – Presidents' Day
April 26 – Arbor Day*
May 27 – Memorial Day

*The Legislature will be in session on Friday, April 26, the Arbor Day holiday.
Any Legislative employees who work that day will receive compensatory time for hours worked on the holiday.

ADVOCACY HANDBOOK

NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2019

AND A GUIDE FOR EFFECTIVE ADVOCACY

AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 16, 2018

FOR THE 106TH LEGISLATURE, 1ST SESSION

NASB
Nebraska Association of
SCHOOL BOARDS

Welcome | Know Your Data

With your help, NASB is an advocate for public education and local school governance … and YOUR collective voice in the Legislature

Can YOU really make a difference? YES YOU CAN! Let NASB help share your story.

You are an elected official, and a community leader. As a school board member, 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 same constituents who elected your State Senator elected you!

This Handbook is designed to keep you better informed, and be utilized as a resource throughout the legislative session. We encourage you to include a legislative update as a part of each meeting, and to discuss/share key legislative info with other board members and key individuals in the community.

More important than ever, we encourage you to KNOW YOUR DATA!

Understand the data that will make a difference. Arm yourself to be a better storyteller. Know where you're at, where the Legislature is going, AND HOW TO ALIGN! Advocacy is year-round, although much of the attention is garnered during the session itself. Build the relationship with your Senator(s) early. Be a resource.

We encourage you to bookmark and frequent the *Government Relations* section of www.NASBonline.org for updates and information, including all of the bills pertinent to your schools. Another great resource is the website www.NebraskaLegislature.gov … as well as social media, using the hashtag #neleg.

NO ONE IS MORE QUALIFIED TO TALK ABOUT YOUR SCHOOL DISTRICT THAN YOU!

Table of Contents

School Boards Make Nebraska a Great Place to LIVE!

Through Leadership, Innovation, Vision and Engagement,
Nebraska's School Boards are making a difference for students across the state.

LEADERSHIP
NASB will provide leadership to groups, individuals, and organizations
and facilitate efforts to improve student achievement.

INNOVATION
Through innovation of programs and services, NASB will add value for
our members and generate revenue to support growth.

VISION
NASB will develop a vision with other groups, individuals, and organizations to address how
we fund schools and provide opportunities to bring a quality education to all children.

ENGAGEMENT
With engagement of its board and members, NASB will provide opportunities
for school boards to be advocates for public education.

Based on LIVE, everything NASB does should focus on the beliefs below:

1) All Nebraska children shall have equitable access to a high quality public education that prepares them to thrive in the evolving 21st century.
2) Schools and communities need to address the whole child, which includes the physical, developmental, behavioral, and mental health of children.
3) Local school boards must have the resources and authority to serve ALL children.
4) Local school boards shall have board governance standards that address the role and expectations of individual school board members and the board as a whole.
5) Local school boards must have the ability to evaluate the effectiveness and fiscal solvency of the programs established by the district.
6) Local school boards need to adequately support its administration and staff and hold them accountable.
7) Local school boards must have maximum flexibility to govern their schools.
8) Local school boards must engage the community and be responsive to the needs, desires and concerns of their families to ensure student success.
9) Nebraska public schools must have adequate, predictable and equitable funding.
10) The NASB board, staff and members have a responsibility to lead a vision for education in the state of Nebraska to promote these beliefs.

106TH LEGISLATURE, 1ST SESSION

As NASB represents the state's 260 member districts and ESUs, effective communication is key to the success of the Association's advocacy work. NASB advocates for the standing positions and legislative resolutions approved by delegates from all member boards at the annual NASB Delegate Assembly. It is here, in person, but also throughout the entire year where our focus is to keep you and your board up-to-date on all of the issues that impact public education, while also helping tell the story of your district and how specific legislation will impact your students.

CAN YOU REALLY MAKE A DIFFERENCE?
YES YOU CAN!

You too are an elected official, and a community leader. As a school board member, 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.

SHARE YOUR STORY

KNOW YOUR DISTRICT'S DATA

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

Below are examples of the data you should know from your schools to help tell your district's story as various bills are introduced:

NUMBER OF KIDS IN FREE/REDUCED LUNCH
SCHOOL LANDS PER PUPIL REIMBURSEMENT
CENSUS VS ENROLLMENT
NUMBER OF LANGUAGES SPOKEN IN YOUR DISTRICT
NUMBER OF ELL STUDENTS
TRANSPORTATION NUMBERS … IF SEAT BELTS IN BUSSES, IMPACT ($)
WHAT PERCENTAGE OF YOUR BUDGET IS SPED
AVERAGE CLASS SIZE
STUDENT DISCIPLINE PROCEDURES
RETIREMENT OBLIGATION
SAFETY & SECURITY MEASURES IN THE PAST FEW YEARS
NUMBER OF OPTION KIDS
PERCENTAGE OF ADMINISTRATIVE COSTS

We encourage all boards to be engaged in the legislative process and include a legislative update as a part of each meeting, and to share key legislative info with other board members and key individuals in the community who can also make a difference. While much of the attention is garnered during each Session, advocacy is year-round.

NO ONE IS MORE QUALIFIED TO TALK ABOUT YOUR DISTRICT, COMMUNITY, AND NEEDS RELATED TO PROVIDING A QUALITY EDUCATION THAN YOU!

106TH LEGISLATURE, 1ST SESSION

ADVOCACY IS ON-GOING.
IT IS IMPORTANT TO STAY UP TO SPEED ON THE LEGISLATURE YEAR-ROUND.

Relationship are key ... Have the relationship BEFORE you need it.

Don't take for granted the access we have as Nebraskans to our Senators & Federal Representatives.
It is not like that everywhere. Take advantage of it. Be involved. Be ENGAGED!

Pass board policy specific to how you deal with legislative issues.

Reach out to NASB's Legislative Team, and/or a member of the NASB Legislation Committee.
Attend the various Legislative Lunches and events throughout the year across Nebraska.

Stay up to speed with your local newspaper, social media, senator emails/newsletters, etc.

YOU HAVE POWER & VOICE!
The Legislature needs to know school board members want to be involved!
Remind them; You are their neighbor.
Voters also put you in office.
You are guardians for the States most precious resource … Children.
You have an influential role in your community.
You know better than anyone the effect of a decision.

NASB LEGISLATIVE TEAM:
Colby Coash - Associate Executive Director, Director of Government Relations - ccoash@NASBonline.org

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

John Spatz - Executive Director - jspatz@NASBonline.org

Nebraska Association of School Boards | 1311 Stockwell Street | Lincoln, NE 68502
800-422-4572 | 402-423-4951 | www.NASBonline.org

NASB Twitter: www.twitter.com/NASBonline
NASB Facebook: www.facebook.com/NASBonline
NASB Videos: www.vimeo.com/NASBonline
Key Hashtags: #liveNASB   #neleg

Nebraska Legislature: www.nebraskalegislature.gov
Senators Web Pages: www.nebraskalegislature.gov/senators
National School Board Association Advocacy: www.nsba.org/advocacy

2019 Senators

Photo Coming Soon

Sen. Julie Slama
District 1
Peru

Sen. Robert Clements
District 2
Elmwood

Sen. Carol Blood
District 3
Bellevue

Sen. Robert Hilkemann
District 4
Omaha

Sen. Mike McDonnell
District 5
Omaha

Photo Coming Soon

Sen. Machaela Cavanaugh
District 6
Omaha

Sen. Tony Vargas
District 7
Omaha
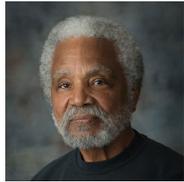*Former School Board Member*

Photo Coming Soon

Sen. Megan Hunt
District 8
Omaha

Sen. Sara Howard
District 9
Omaha

Photo Coming Soon

Sen. Wendy DeBoer
District 10
Omaha

Sen. Ernie Chambers
District 11
Omaha

Photo Coming Soon

Sen. Steve Lathrop
District 12
Omaha

Sen. Justin Wayne
District 13
Omaha
Former School Board Member

Photo Coming Soon

Sen. John Arch
District 14
Papillion

Sen. Lynne Walz
District 15
Fremont

Photo Coming Soon

Sen. Ben Hansen
District 16
Blair

Sen. Joni Albrecht
District 17
Thurston

Sen. Brett Lindstrom
District 18
Omaha

Speaker Jim Scheer
District 19
Norfolk
Former School Board Member

Sen. John McCollister
District 20
Omaha

Sen. Mike Hilgers
District 21
Lincoln

Photo Coming Soon

Sen. Mike Moser
District 22
Columbus

Sen. Bruce Bostelman
District 23
Brainard

Sen. Mark Kolterman
District 24
Seward
Former School Board Member

Sen. Suzanne Geist
District 25
Lincoln

2019 Senators

106TH LEGISLATURE, 1ST SESSION

Sen. Matt Hansen
District 26
Lincoln

Sen. Anna Wishart
District 27
Lincoln

Sen. Patty Pansing Brooks
District 28
Lincoln

Sen. Kate Bolz
District 29
Lincoln

Photo Coming Soon

Sen. Myron Dorn
District 30
Adams

Sen. Rick Kolowski
District 31
Omaha

Photo Coming Soon

Sen. Tom Brandt
District 32
Plymouth

Sen. Steve Halloran
District 33
Hastings

Sen. Curt Friesen
District 34
Henderson

Sen. Dan Quick
District 35
Grand Island

Sen. Matt Williams
District 36
Gothenburg

Sen. John Lowe
District 37
Kearney

Photo Coming Soon

Sen. Dave Murman
District 38
Glenvil
Former School Board Member

Sen. Lou Ann Linehan
District 39
Elkhorn

Photo Coming Soon

Sen. Tim Gragert
District 40
Creighton
Former School Board Member

Sen. Tom Briese
District 41
Albion
Former School Board Member

Sen. Mike Groene
District 42
North Platte

Sen. Tom Brewer
District 43
Gordon

Sen. Dan Hughes
District 44
Venango
Former School Board Member

Sen. Sue Crawford
District 45
Bellevue
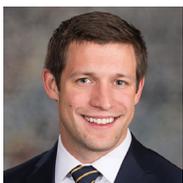
Sen. Adam Morfeld
District 46
Lincoln

Sen. Steve Erdman
District 47
Bayard
Former School Board Member

Sen. John Stinner
District 48
Gering
Former School Board Member

Photo Coming Soon

Sen. Andrew La Grone
District 49
Gretna

Gov. Pete Ricketts

Your NASB Legislation Committee

106TH LEGISLATURE, 1ST SESSION

Stacie Higgins, Chair
NASB Vice President
Nebraska City

Lanny Boswell
NASB President
Lincoln

Steve Blocher
NASB President-Elect
West Point

Member 1
Lou Ann Goding
Omaha

Member 2
Ben Perlman
Omaha

Member 3
Lacey Merica
Omaha

Member 4
Connie Duncan
Lincoln

Member 5
Kathy Danek
Lincoln

Member 6
Linda Poole
Millard

Member 7
Sarah Centineo
Bellevue

Member 8
Beth Morrissette
Westside

Member 9
VACANT

Member 10
Patti Gubbels
Norfolk

Member 11
Laura Schneider
Hastings

Member 12
Larry Grosshans
Norris

Member 13
Suzanne Sapp
Ashland-Greenwood

Member 14
Lisa Wagner
Central City

Member 15
Steve Koch
Hershey

Member 16
Jim Vlach
Lyons-Decatur

Member 17
Christopher Waddle
Giltner

Member 18
VACANT

Appointed Member
Skip Altig
North Platte

Appointed Member
Linda Richards
Ralston

Appointed Member
Stephanie Summers
David City

Appointed Member
Brad Wilkins
Ainsworth

Mark Your Calendars

106TH LEGISLATURE, 1ST SESSION

January 9	2019 Legislative Session begins Leadership/Committee Chair Determined
January 23	Day 10: All bills must be introduced by this date
January 27	Legislation Committee Meeting
January 27-28	Legislative Issues Conference Cornhusker Marriott - Lincoln
June 6	Day 90: 2019 Legislative Session ends
July 1	Call for Legislative submissions from NASB Membership Due
July 20	Legislation Committee Meeting
November 22	2019 Delegate Assembly	Omaha

NASB Positions Enclosed

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. This publication represents the final agenda, set by the Delegate Assembly, for the 2019 Legislative Session. Standing Positions remain in effect until they are repealed by the Assembly. Legislative Resolutions are in effect for one year only.

What Does This Represent?

The statements you read inside the pages of this book represent a set of belief statements which guide NASB's government relations efforts. These words guide our lobbying efforts at the State Capitol, with the State Board of Education and NDE, as well as with our representatives in Washington, D.C. While this work represents an effort to describe an issue or condition to be addressed, rarely is a bill written in such plain language. Actual legislative bills are a blend of several ideas (or perhaps a good idea, and a substantial price tag). Hence, when NASB analyzes how we will testify on a bill, we take into account a number of factors, including regular reviews by the Legislation Committee which offer guidance on the course corrections necessary to navigate the turbulent amendment process.

Your 2019 Legislative Resolutions

106TH LEGISLATURE, 1ST SESSION

. . . as approved by the Legislation Committee on July 21, 2018
. . . and approved by the Board of Directors on August 11, 2018
. . . and adopted by the Delegate Assembly on November 16, 2018

Resolutions are statements of intended and desired legislative action on items of current needs or problems. Resolutions are in effect for one year and direct the organization and its staff in their legislative efforts with each annual session of the Legislature. All resolutions submitted are presented for consideration and action. The Delegate Assembly shall receive, consider, and act upon legislative resolution proposals submitted to it by the Legislation Committee and the Board of Directors.

LEADERSHIP   INNOVATION   VISION   ENGAGEMENT

CONFLICT OF INTEREST
NASB will support legislation to eliminate any potential conflict of interest problems with NASB board members and their votes on their local board.

CREATING A VISION FOR NEBRASKA'S FUTURE:
NASB will lead and support the creation of a vision that revises tax policy and invests state resources for Nebraska's future.

EDUCATION PROGRAM OPPORTUNITIES
NASB believes that each student should have access to a challenging instructional program which is relevant and prepares him or her for work or further education.

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.

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.

HEALTHY CULTURES & RESILIENCY IN SCHOOLS
NASB will support leveraging its infrastructure and resources to support a healthy culture in schools. NASB will align with others to develop "resilient" school districts with programs to support both staff and students.

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.

MENTAL & BEHAVIORAL HEALTH
NASB will support legislative efforts to provide services related to mental and behavioral health to school-age children across Nebraska.

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.

SUPPORT THE COLLECTION AND USE OF RELEVANT DATA
NASB encourages boards to use data to support its district strategic plan and goals. NASB supports collaborating with the state and other organizations in the collection and use of relevant data. NASB will identify data it can capture to help inform boards and, if necessary, support legislation to create data sources.

NASB
Nebraska Association of
SCHOOL BOARDS

. . . as approved by the Legislation Committee on July 21, 2018
. . . and approved by the Board of Directors on August 11, 2018
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Standing positions are statements of policy and purpose which are developed and maintained over time.
They are considered annually by the Delegate Assembly, and remain in effect until they are actively removed.

LEADERSHIP　　INNOVATION　　VISION　　ENGAGEMENT

Belief Statements for an Effective Board

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)

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)

BUSINESS AND EDUCATION PARTNERSHIPS
NASB encourages boards of education to develop mutually beneficial partnerships with business to ensure mutual understanding and cooperation.(1995)

COLLABORATIVE SERVICES TO YOUTH
NASB urges collaborative linkages between schools and other public and private agencies that serve children. (prior to 1995)

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)

PARENT INVOLVEMENT
NASB urges boards of education to support partnerships between parents and schools that encourage parent involvement in the education process. (1997)

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)

Conditions of Children

ABUSE OF ALCOHOL, TOBACCO, AND 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)

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)

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)

ENROLLMENT OPTION; 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. (amended 2016)

ENROLLMENT OPTION 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. (amended 2016)

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. (amended 2016)

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)

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)

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)

STUDENT DISCIPLINE
NASB supports student discipline as an essential, mutual responsibility of parents, teachers, and administrators, with final responsibility resting with school boards. (1999)

Curriculum and Instruction

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)

ACHIEVEMENT TEST SCORE USE
NASB opposes the use of test scores for the comparison of school districts or for the ranking of schools. (1998)

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)

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)

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)

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)

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 and Finance

ACCOUNTING OF FUNDS
NASB supports transparent accounting and full disclosure of all funds received and expended for public education consistent with federal regulations. (2005)

106TH LEGISLATURE, 1ST SESSION

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)

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)

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)

ELIMINATION OF EXPENDITURE LIMITATION
NASB supports legislation eliminating the limitation on general fund expenditures. (2000, amended 2011)

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)

FINANCING CAPITAL IMPROVEMENTS
NASB supports adequate funding for school districts and ESUs for maintenance or replacement of our rapidly deteriorating facilities. (1997, amended 2015)

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)

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)

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)

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. (amended 2016)

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)

K-12 SCHOOL TRUST LAND AND PERMANENT SCHOOL FUND
NASB opposes reduction of any assets of the school trust or diversion of the Permanent School Fund. (prior to 1995, amended 2010)

LEGISLATIVE REVIEW OF STATUTORY DEADLINES
NASB urges legislative review of the conflicting mandatory deadlines that affect school revenues and expenditures. (2011)

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)

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)

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)

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 seven 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. (2018)

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, amended 2018)

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)

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 or vouchers for children, or the parents or guardians of children attending nonpublic schools.

Governance and Structure

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)

ALLIED SCHOOLS

NASB opposes legislation that would mandate the formation of an allied system of school districts. (amended 2016)

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)

AUTHORITY OF SCHOOL BOARDS

NASB supports the authority of boards of education to effectively govern and execute their statutory responsibilities. (1997, amended 2015)

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)

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)

EDUCATIONAL SERVICE UNIT GOVERNANCE

NASB supports governance of ESUs by elected boards and supports local determination of specific mechanisms of that governance. (2005)

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)

INTERACTIVE REMOTE COMMUNICATION TECHNOLOGY (TELEVIDEO)
NASB urges the legislature to provide updated rules and procedures so patrons are able to readily testify at legislative hearings via televideo (interactive remote communication technology) on a regular, ongoing basis to allow for a more equitable opportunity for the public to participate in the legislative process. (2017)

ORGANIZATION
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)

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)

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)

SCHOOL ACTIVITIES
NASB supports direct involvement by boards of education in the governance and activities of the Nebraska School Activities Association. (prior to 1995)

SCHOOL CALENDARS
NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

Professional Standards & Employee Relations

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)

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)

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)

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)

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)

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)

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)

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)

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

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)

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)

CONSTITUTIONAL RIGHTS AND 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)

CORPORATE SPONSORSHIPS IN SCHOOLS
NASB opposes restrictions on school districts' ability to exercise their best judgment in entering into corporate sponsorship agreements. (2004)

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)

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:
   a) Promotes multi-level communication and interaction between all P-16 partners to enhance student academic success;
   b) Offers all students a rigorous developmentally-appropriate curriculum designed to provide opportunities and choice, regardless of the post-secondary path they choose;
   c) Engages the assets of the full community;
   d) Utilizes data and technology to individualize education for students and to incorporate new learning into the design;
   e) Closes the achievement gap by focusing on quality teaching and learning opportunities;
   f) 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;
   g) Provides sufficient resources that are adequate and sustainable at every level of the system to meet the challenge, resisting unfunded or underfunded mandates; and
   h) 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. (amended 2016)

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)

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)

LOCAL DISTRICT ADVOCACY
NASB supports the right and obligation of local school districts to advocate for legislative action that impacts their individual interests. (1996)

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)

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)

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)

MARK YOUR CALENDAR & REGISTER FOR

NASB'S LEGISLATIVE ISSUES CONFERENCE

JANUARY 27 & 28 | LINCOLN | WWW.NASBONLINE.ORG

NASB BOARD NOTES

A monthly publication from the Nebraska Association of School Boards

NASB
Nebraska Association of
SCHOOL BOARDS

GRETNA RECEIVES PRESIDENT'S BOARD AWARD
THIRTEEN OTHERS RECEIVE THE BOARD OF EXCELLENCE AWARD

As NASB wraps up our annual Area Membership Meetings, we would like to take a moment to highlight this year's boards who were honored for their for their collective volunteer time and commitment to education.

Gretna Public Schools

Board of Education
David Gulizia, President
Rick Hollendieck
Mark Hauptman
Kyle Janssen
Dawn Stock
Ann Wright

Rich Beran - Superintendent

Enrollment = 5,250
NASB Region #9

www.gpsne.org

This year, Gretna Public Schools was the only board to achieve NASB's highest full-board honor, earning the President's Board Award. This is Gretna's 24th President's Board Award since 1993, and their 16th consecutive win!

Some of the criteria for this award includes:
- Having a voting delegate participate in the annual NASB Delegate Assembly.
- Members of the board must each attend a minimum of three learning opportunities during the year including State Ed Conference, Labor Relations, Area Membership Meetings, Budget & Finance Workshop, Legislative Issues Conference, School Law Seminar, and the NSBA Annual Conference/AESA National Conference.
- Each board member must participate in at least one local leadership team planning retreat per year.

The full criteria can be found at:
http://members.nasbonline.org/index.php/president-s-board-award

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OCTOBER 2019

UPCOMING EVENTS

2019 STATE EDUCATION CONFERENCE
'Taking It To The Streets'
November 20-22
CHI Health Center Downtown Omaha

SPARQ DATA SOLUTION OPEN HOUSE
Tuesday, November 19

PRE-CONFERENCE SESSIONS & EXHIBITOR RECEPTION
Wednesday, November 20

KEYNOTES & BREAKOUT SESSIONS
Thursday, November 21
Friday, November 22

NASB DELEGATE ASSEMBLY
November 22

2020

PRESIDENT'S RETREAT
January 26 - 27 | Nebraska City
February 16-17 | Sidney
February 16-17 | Kearney

BUDGET & FINANCE WORKSHOP
January 29 | Norfolk
February 5 | Kearney

LEGISLATIVE ISSUES CONFERENCE
February 9-10 | Lincoln

#liveNASB

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

THIRTEEN BOARDS RECEIVE THE BOARD OF EXCELLENCE AWARD

CONTINUED FROM PAGE 1

CENTURA

In addition to Gretna receiving the President's Board Award, 13 boards received the Board of Excellence Award. Some of the criteria for this award includes:

- Having a voting delegate participate in the annual NASB Delegate Assembly.
- Members must each attend a minimum of two learning opportunities during the year
- Board member's must participate in at least one local leadership team planning retreat per year.

The full criteria can be found at:
http://members.nasbonline.org/index.php/board-of-excellence-criteria

DAVID CITY

ESU 3

HASTINGS

HEARTLAND

HERSHEY

KIMBALL

MITCHELL

NEBRASKA CITY

NORRIS

OGALLALA

ST. PAUL

YORK

CONGRATULATIONS TO THIS YEAR'S BOARD OF EXCELENCE RECIPIENTS!

CHANGING THE NARRATIVE: TRAVELING TAKEAWAYS

LEADERSHIP   INNOVATION   VISION   ENGAGEMENT   #liveNASB

What started in Valentine has finished in Norfolk. Nine locations, engaging Nebraska's locally elected officials representing public education in the process of laying out a vision for the state's future and changing the current narrative that says the schools are at fault for our property tax burdens. It is always great to travel the state, say hello to familiar faces, and build new relationships with those on the front lines of public education. To those award winners below brave enough to jump in front of the camera, and all of the others we might not have snapped a photo of, THANK YOU!

"I'd like to thank my fellow school board members for taking the time to join us for the Area Membership Meetings across the state. I was fortunate enough to be a part of all 9 of these meetings, and getting to see so many new faces, was an experience that I'll never forget. I'm so proud to be a part of a group that truly believes in promoting quality education for all of the children of Nebraska. Continue to LIVE the mission, and have fun doing it!"

- Steve Blocher, NASB President
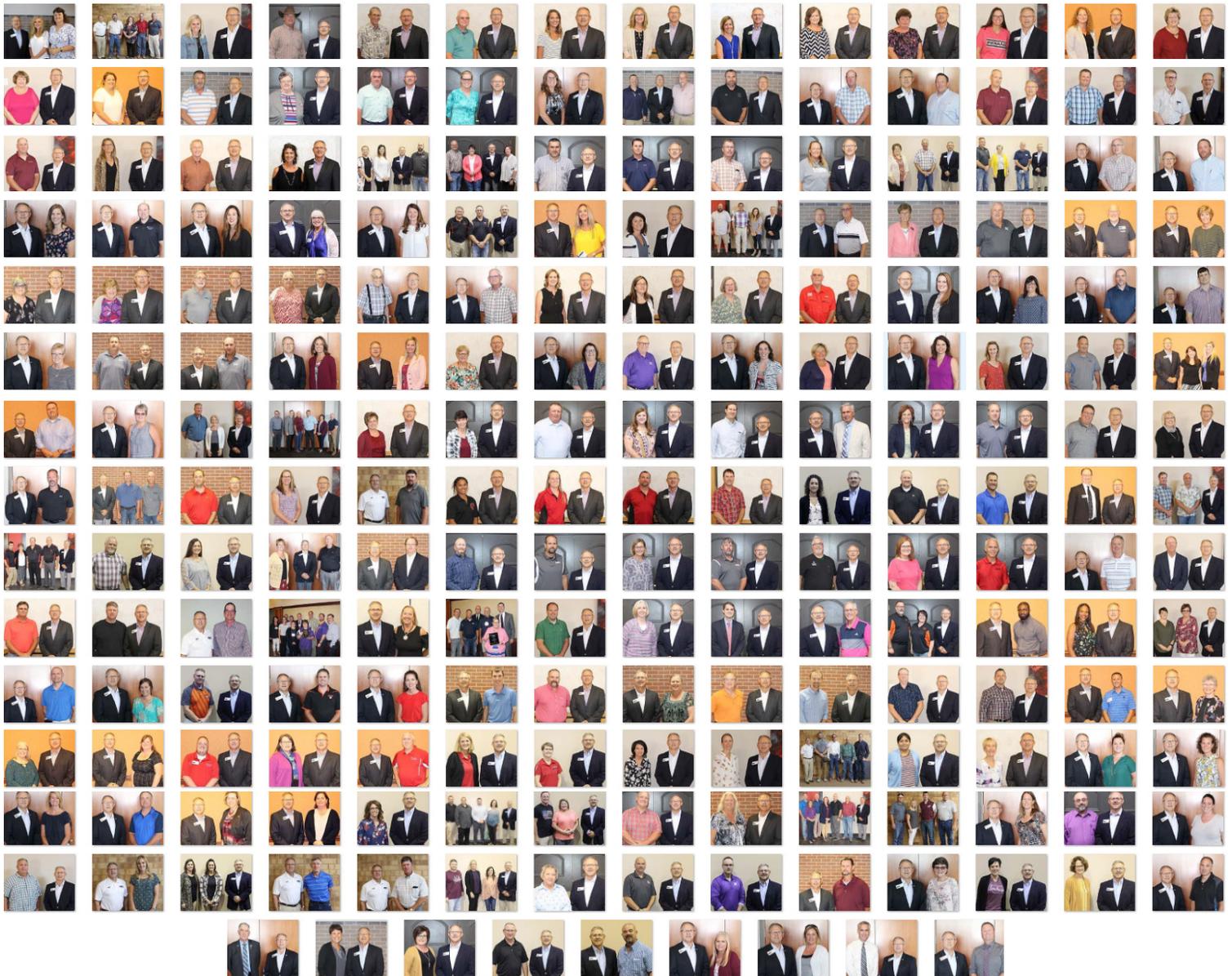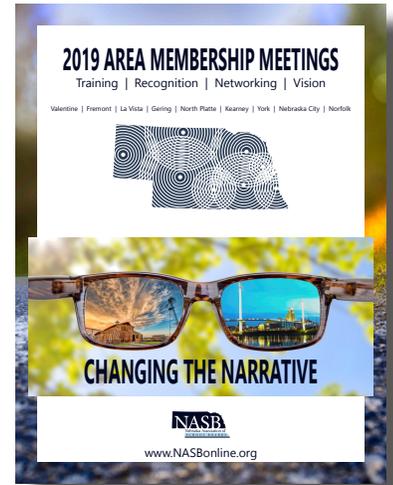
2019 AREA MEMBERSHIP MEETINGS
Training | Recognition | Networking | Vision

Valentine | Fremont | La Vista | Gering | North Platte | Kearney | York | Nebraska City | Norfolk

CHANGING THE NARRATIVE

NASB
www.NASBonline.org

CHANGING THE NARRATIVE: WHAT DID WE LEARN

During the 2019 Area Membership Meetings, it was important to the NASB staff that we communicated to the membership that school boards and ESU boards are producing great results for their constituents.

Also, we wanted to deflect some of the criticism we hear from state policy leaders that say school spending is the cause to our over reliance on property taxes.

If you look at budget growth since 2010-11 you will see the state budget grew at an average of 2.97%, while the total cost per student in Nebraska grew at 2.51%. Schools have collectively "tightened their belts" more than the state of Nebraska.

More importantly, if you compare how money is spent between the state and schools, you will find we are doing well.

The state ranked 49th worst in the nation in the percentage of state funding going to K-12 education. Also, as discussed at Area Meetings, you see that as a percentage of the state budget the items growing at the state level are programs like Medicaid, corrections, and child welfare. Meanwhile, investments like K-12 education and higher education are shrinking as a percentage of the total state budget.

If the state of Nebraska spent the same percentage of its budget on "aid to individuals" as it did 20 years ago, it would free up $396 million for property tax relief or other investments.

However, if you look at how school boards prioritize investments, you see last year Nebraska schools ranked <u>2nd highest</u> in the nation in the percentage of school funding being invested in the classroom according to the census bureau. Schools have prioritized where money is spent and as a result we have seen Nebraska schools do well on most education comparisons:

- Wallethub ranks Nebraska the 8th best state for education
- CNBC ranks Nebraska the 6th best state for education
- U.S. News and World Report ranks Nebraska the 6th best for education

So, as you can see, Nebraska schools are finding ways to balance the needs of our property tax payers and the educational needs of our students.

Nebraska is in good hands with its 1,700 locally elected school board members leading the charge. From creating the vision for Nebraska's future in 2016, to continuing the vision in 2017, engaging the vision in 2018, and now helping to change the narrative, we thank you for all you are doing to better serve your district, community, and all of Nebraska.

NASB
THANK YOU
SCHOOL BOARDS

FROM SCHOOL BOARD TO THE STATE CAPITOL

Did you know ... 10 of the current 49 Senators first sat in your chair as a school board member? This is the fifth installment where we sit down with a former sbm now serving as a state senator to learn about the transition, how their experience on the school board has helped them inside the Capitol, and get their thoughts on some of the key items regarding public education in Nebraska.

Next up is Senator Tony Vargas.

Senator Vargas was elected to the Nebraska State Legislature in 2016 to represent District 7 in Omaha. Prior to being elected to the Legislature, Senator Vargas served on the Omaha Public School Board. This past Valentine's Day, he and his wife welcomed their first child, Ava Kaye, into the world. Now, on to the questions ...

Starting off, which is more fun school board or state legislature?
Both are fun in different ways! Being on the school board was my first opportunity to serve my community as an elected representative. I learned a lot from that experience and the desire to improve public education on a greater scale is what drove me to run for the legislature. Now I get to work with so many hard working public servants from across the state and learn about their communities and the diverse and unique issues that are important to them.

How did your experience as a school board member help you this past year?
I learned how to be a public servant as a school board member. Hearing from teachers, school staff, students, and parents about the local and very personal issues that are important to them and figuring out how to help gave me a taste of what it means to truly serve your community. Those connections with my neighbors have stayed with me and continue to inform my relationships with constituencies that are concerned about other issues.

What have you learned as a Senator that you wish you would have known when you served as a school board member?
The biggest change for me was going from working on one broad issue area (education) in one geographic area (Omaha) to working on every issue for every area in our state. I've learned a lot about communities outside of Omaha and it's given me much more understanding and empathy for their perspectives.

What do current school board members need to know about interacting with senators?
We don't know everything! And we need to hear from you. We rely on all of you for information about how policies will help or hurt your schools and students.

How has your perspective of school finance changed as a result of your new role?
As a school board member in Omaha I had (and still have) very

strong opinions and concerns about fairness and funding for our public schools. What's different for me now is that I better understand the feelings of taxpayers in Greater Nebraska. Though we may still disagree about how schools should be funded, at the end of the day I think many of us would agree that the quality of a child's education should not depend on their zip code.

When you were a school board member, what priority issue(s) did you want the Legislature to address?

The issue that drove me to serve on the school board in the first place and then later to run for a seat in the legislature was equal access and opportunity for a high quality education in our public schools for kids in my community. As the son of immigrants, a first generation college graduate, a former public school teacher, and a former school board member, I care deeply about ensuring that all students are receiving an excellent education, no matter the circumstances. These personal experiences influenced my goal of creating more equity in the public education space. In addition, my legislative district (District 7) has a wide array of socioeconomic statuses and educational backgrounds and my chief concern as both a school board member and a legislator

has always been to fight for the areas of my community that are underrepresented and therefore often underserved.

What are your priorities as it relates to education?

Simply put, I believe all kids deserve equal access and opportunity to a high quality public education, regardless of where they live and where their families come from.

How can a current school board member support you in advancing areas of mutual importance?

Reach out to my office to schedule a meeting about the issues you want to work on. It could mean talking about how to move another senator's bill forward, working together on drafting new legislation, or strategizing about how to rally our communities around an issue. Whatever it is, know that I am open to your thoughts and am here to listen and help however I can.

Final Thoughts?

Your role as a school board member is so important -- for kids, parents, teachers, school staff, and your whole community! Thank you for stepping up to serve and lead.

REMINDER: YOUR 2020 ADVOCACY HANDOUT IS NOW POSTED

The NASB Advocacy Handout of proposed changes to the bylaws, standing positions and legislative resolutions for your review prior to the 2019 Delegate Assembly is now posted at the NASB website.

http://members.nasbonline.org/index.php/advocacy-handbook

This year's Delegate Assembly will take place Friday, November 22, at 8:00 AM, in conjunction with the State Education Conference, now at the CHI Health Center - downtown Omaha.

To better prepare you and your board's voting representative for the Delegate Assembly, please download, review, and bring the Advocacy Handout with you to Omaha.

All items within the Advocacy Handout will be considered by this Assembly. If you haven't already, each board should select one board member to represent the district or ESU as the voting delegate, although multiple members from each board may attend. As a school board member, this is YOUR chance to be heard and help craft the 2020 legislative and leadership initiatives for NASB.

Why is it important for your district to be represented at the 2019 Delegate Assembly?

- The Delegate Assembly determines NASB's 2020 legislative and leadership agenda.
- The Delegate Assembly is a key cog in securing laws, regulations, and a vision in Nebraska to benefit public education.
- The Delegate Assembly is where your voice can be heard.
- The Delegate Assembly is your governance meeting for the entire year.
- The Delegate Assembly allows for equal representation. ONE DISTRICT. ONE VOTE.

2019 DELEGATE ASSEMBLY | FRIDAY, NOVEMBER 22 | 8:00 AM | OMAHA

PARTNERS IN EDUCATION: BOYD JONES & DC WEST

| LEADERSHIP | INNOVATION | VISION | ENGAGEMENT | #liveNASB |

Boyd Jones

Partners in Education: Boyd Jones, DC West Celebrate New Elementary Building

A new elementary school in Douglas County opened its doors to students in August and marked the latest chapter in the years-long partnership between Boyd Jones and DC West Community Schools.

Built in partnership with Tetrad Property Group and DLR Group, the new 84,000 SF school represents much more than a modernized, more secure, and more spacious facility.

"This elementary project is the embodiment of years of tireless commitment to the best interests of DC West students, teachers, administrators, and community members," said George Schuler, Senior VP of Integrated Services at Boyd Jones. "We pledged to be with the district as a long-term, trusted partner, and we've delivered on that pledge time and again through multiple projects of many sizes."

The school includes a gymnasium, state-of-the-art media center, and about 30 classrooms designed to accommodate continued growth in the thriving district. With enrollment growth of more than 21% between 2015-2019, the new elementary increases the district's capacity for kindergarten-fifth grades to more than 650 students.

> I feel like we're not 'just another job.' We're definitely a partner and an important customer that Boyd Jones wants to get to know. They want to be able to serve us and they want to do right for our community. They understand our community values and what's important to us.
>
> **Dr. Melissa Poloncic**
> **Superintendent**
> **DC West Community Schools**

Previous work Boyd Jones completed for DC West includes renovation of the district's science labs in Valley; projects to solve issues around accessibility, life safety, and indoor air quality; restroom renovations and additions; a new preschool playground; and the installation of new fire sprinkler systems, water service, and a new boiler at the middle school.

The district's master plan also included a state-of-the-art fitness facility at the high school, the shell of which Boyd Jones built early to create temporary classrooms for middle school students who needed to be relocated from the Waterloo campus. This move saved the district from spending money on portable classrooms, instead investing in a structure that will remain useful after the middle school has a permanent facility.

950 S 10th Street | Suite 100 | Omaha, NE 68108 | www.boydjones.biz

Worrying about the budget pinch? By next school year, be a member of NJUMP/CJUMP. Contact Jim Luebbe at jluebbe@NASBonline.org to learn more!

IT'S ALMOST TIME TO TAKE IT TO THE STREETS

2019 STATE EDUCATION CONFERENCE | NOVEMBER 20-22
CHI HEALTH CENTER - DOWNTOWN OMAHA

TAKING IT TO THE STREETS

REGISTRATION IS OPEN!

HOTEL ROOM RESERVATIONS ARE OPEN NOW AND FILLING UP FAST ...

MODERATORS STILL NEEDED! EMAIL SENDORF@NASBONLINE.ORG

VIEW THE FULL AGENDA AT:
HTTP://MEMBERS.NASBONLINE.ORG/INDEX.PHP/STATE-EDUCATION-CONFERENCE

TO DOWNLOAD A MAP OF THE MEETING ROOMS & EXHIBITS, VISIT:
HTTP://NASB.ENVISEAMS.COM/DOCS/DEFAULT-SOURCE/EVENT-MAILERS/SEC-MAP.PDF?STATUS=TEMP&SFVRSN=DB6FACF5_2

PRE-CONFERENCES | WEDNESDAY, NOVEMBER 20 | 1:00 - 4:00 PM

EXHIBITOR RECEPTION | WEDNESDAY, NOVEMBER 20 | 4:00 - 6:00 PM

KEYNOTES & BREAKOUTS BEGIN THURSDAY

SHOWCASE YOUR STUDENTS

THIS IS AN OPPORTUNITY FOR STUDENTS AND TEACHERS TO DEMONSTRATE PROJECTS AND PROGRAMS THAT REFLECT THE INTEGRATION OF TECHNOLOGY IN CURRICULUM. THE CLASSROOM SHOWCASE IS SCHEDULED FOR 8:00 – 11:30 A.M., FRIDAY, NOVEMBER 22. CONTACT JULIE MOORE AT EXECUTIVEDIRECTOR@NETASITE.ORG WITH QUESTIONS OR TO SIGN UP.

SCHOOL LUNCH: WHAT'S ON YOUR PLAYLIST?

To recognize the National School Lunch Program, serving 30 million children each day, schools will celebrate National School Lunch Week from October 14-18, 2019. The theme, "School Lunch: What's on Your Playlist," spotlights how today's school cafeterias are serving up healthy menu items that kids want to eat, with increased choice and customization.

National School Lunch Week
October 14-18, 2019

#NSLW19   🎵   #SchoolLunch   🎵   #LunchPlaylist

The federally-funded National School Lunch Program (NSLP) has been fueling students for success for more than 70 years. Additional funding opportunities such as Community Eligibility Provision (CEP) also have helped fuel students for success by providing free meals to students. Interested in learning more about CEP and how your school could benefit, visit

https://frac.org/research/resource-library/frac-facts-community-eligibility-provision

The "School Lunch Playlist" campaign is made possible by the nonprofit School Nutrition Association. District staff, parents/guardians, and students can follow the fun using the hashtags #NSLW19, #SchoolLunchPlaylist and #SchoolLunch. For more information on National School Lunch Week, visit https://schoolnutrition.org/nslw/. NASB is excited to learn what's on your district's playlist for school lunch!

For more information regarding National School Lunch Week, CEP, or school meals, contact Melissa Lusk at mlusk@NASBonline.org

... MEMBER ENGAGEMENT

October visits have included Lewiston, Norris, Syracuse-Dunbar-Avoca and Walthill.

Mark your calendars for 2020 events!

PRESIDENT'S RETREAT
January 26-27 in Nebraska City
February 16-17 in Sidney
February 16-17 in Kearney

BUDGET & FINANCE
January 29 in Norfolk
February 5 in Kearney

LEGISLATIVE ISSUES CONFERENCE
February 9-10 in Lincoln

- Sharon -

... ALICAP & INSURANCE

Reminder to all ALICAP members: If you haven't already paid your 2019-20 premium, please do so ASAP.

Also, this month's safety topic is Back Safety and Lifting. Consider assigning a SafeSchools training course to your school staff.

Back Injuries are one of the top-five Workers' Compensation Claims within ALICAP.

Thanks, Megan!

... SEARCH, STRENGTHS & AWARDS

EDUCATION LEADERSHIP SEARCH SERVICE
Now accepting applications for: Auburn, Chadron, Crawford, Elba, Elm Creek, Nebraska City, Rock County & Valentine

Contact Shari at sbecker@nasbonline.org with questions on any of the openings or for a proposal to facilitate a search for your next Superintendent/ESU Administrator, or visit www.nasbsuptsearch.org to view current openings and apply.

GALLUP STRENGTHSFINDER

You may have *Positivity* in your top strengths if you tend to be more enthusiastic and energetic than most people. When others become discouraged or are reluctant to take risks, your attitude will provide the push to keep them moving.

If you have *Intellection*, set aside a few minutes every day to collect your thoughts. Your thinking will be sharper and more effective.

- Shari -

... ENERGY PURCHASING

NJUMP and CJUMP will be holding their annual combined Trustees and Membership meetings at the CHI Convention Center on the morning of Wednesday, November 20 at the start of the State Education Conference. If your district is a member of either Interlocal, you are welcome to sit in attendance at the meeting to gain insights on the operation of these gas-purchasing consortiums and to hear some interesting facts about the energy industry.

Contact Jim to learn more!

THIS MONTH IN ...

... POLICY

Due to Federal mandates, we created a policy this year dealing with the disposal of property purchased through Federal grants. This property must be inventoried every 2 years and should be identified by the Federal Award Identification Number of the funding grant. This will help with locating the terms of disposal as set forth in the individual grant after it ends and determining whether the Federal agency will need to be notified of the property disposition or reimbursed in the event that the district uses it for other purposes. Different agencies may have quite different processes for disposal if the property has significant value.

Contact Jim to learn more!

... ADVOCACY & GOVERNMENT RELATIONS

The 2019 *Advocacy Handout* with NASB's legislative and leadership initiatives for approval at the upcoming Delegate Assembly is now posted on the Government Relations tab of the NASB website. Download your copy and make sure your board's delegate is selected now!

The Delegate Assembly will take place Friday, November 22, at 8:00 AM, in rooms 203-204 of the CHI Health Center - Omaha.

- Call Colby with any questions! - #liveNASB

... TECHNOLOGY

Please join us ...
Sparq Data Solutions Open House
Tuesday, November 19
7:00 to 11:00 PM
The Old Mattress Factory

Prior to the start of the State Education Conference activities and meetings we will be at The Old Mattress Factory (501 N. 13th Street - Omaha), with gift card giveaways, appetizers and drinks! See you there!

... WHOLE CHILD

Whole Child Project Board of Directors Mark Your Calendars!
Our next meeting will be at State Conference on Wednesday, November 20, 2019 from 9:30 to 11:00 AM in Room 206

Contact Kori for all things WCP

... BOARD LEADERSHIP - 1

NASB's Annual Board Calendar monthly reminders:
NOVEMBER BOARD MEETING

Planning: Monitor progress of district goals, link goals to discussion and action items; Strategic Plan Progress Report

Personnel: Distribute superintendent evaluation

Other: District Audit Report

Marcia, Kori, Melissa & Karla

... BOARD LEADERSHIP - 2

<u>2019 Superintendent Evaluation</u>
As we reach the final quarter 2019, boards should be contemplating the upcoming superintendent evaluation.

NASB provides an online superintendent evaluation service from administration of the online tool to compiling a summary on behalf of the board. Not sure where to begin or want to discuss your options, please contact Marcia at <u>mherring@NASBonline.org</u>.

Also consider attending the '360 Superintendent Evaluation' session and 'Staying in Your Lane' session at State Conference next month.

<u>Mentoring</u>
"A leader is one who knows the way, goes the way, and shows the way."

An effective mentoring program will help new board members to clearly see the scope of their job. If you are a newly elected/appointed sbm you are invited to participate in the Board Member Mentor Program, Thursday, November 21 in Room 210 from 7:15-7:45 AM at State Conference.

To register to be provided a mentor, or to volunteer as a mentor, please contact Karla at <u>kkruse@NASBonline.org</u> by November 1.

<u>Upcoming calendar of events:</u>
October – Negotiations; Fall enrollment figures; Review AQuESTT Statewide Assessment Results; Superintendents file Financial Report with the Commissioner of Education

Marcia, Kori, Melissa & Karla

TRAINING, NETWORKING, ENGAGEMENT & EVENTS

Join NASB, as we travel the state for various workshops, meetings and events throughout the year.
To learn more, and register, visit the Events tab of www.NASBonline.org

http://members.nasbonline.org/index.php/events

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.

2019 STATE EDUCATION CONFERENCE | NOVEMBER 20-22
CHI HEALTH CENTER - DOWNTOWN OMAHA

AGENDA: http://members.nasbonline.org/index.php/state-education-conference

NASB Delegate Assembly | November 22 | 8:00 AM | Omaha

PLEASE JOIN US FOR AN

Open House

TUESDAY, NOVEMBER 19 | 7-11PM

THE OLD MATTRESS FACTORY BAR & GRILL
501 North 13th St.
Omaha, NE 68102

GIFT CARD GIVEAWAYS EVERY HOUR
APPETIZERS & DRINKS
ALL SPONSORED BY SPARQ

SPARQ DATA SOLUTIONS

- 2020 -

President's Retreat | January 26 - 27, 2020 | Nebraska City

President's Retreat | February 16-17, 2020 | Sidney

President's Retreat | February 16-17, 2020 | Kearney

Budget & Finance Workshop | January 29, 2020 | Norfolk

Budget & Finance Workshop | February 5, 2020 | Kearney

Legislative Issues Conference | February 9-10, 2020 | Lincoln

Board Presidents: Check your inbox each month for the monthly 'NASB Update' to include in your meeting agenda.
Please contact mbelka@NASBonline.org with any questions, or if you are not receiving them.

Does your district have ALICAP? For more information, or to join please contact: Megan Boldt at mboldt@NASBonline.org

YOUR NASB BOARD OF DIRECTORS & STAFF

NASB
Nebraska Association of
SCHOOL BOARDS

YOUR NASB LEADERSHIP TEAM

Steve Blocher
President
West Point

Stacie Higgins
President-Elect
Nebraska City

Brad Wilkins
Vice President
Ainsworth

Lanny Boswell
Past President
Lincoln

YOUR REGION DIRECTORS

Region 1
Neal Kanel
HTRS

Region 2
Sarah Centineo
Bellevue

Regions 3, 6 & 7
Shavonna Holman
Omaha

Regions 3, 6 & 7
Ricky Smith
Omaha

Regions 3, 6 & 7
Nancy Kratky
Omaha

Regions 4 & 5
Bob Rauner
Lincoln

Regions 4 & 5
Kathy Danek
Lincoln

Region 8
Jay Irwin
Ralston

Region 9
Alan Moore
ESU 3

Region 10
Paul Brune
Heartland

Region 11
Jim Vlach
Lyons-Decatur Northeast

Region 12
Lisa Wagner
Central City

Region 13
Marilyn Bohn
Ravenna

Region 14
Sandy Noffsinger
Dundy County Stratton

Region 15
Barb Svoboda
Mullen

Region 16
Patti Gubbels
Norfolk

Region 17
Richard Dohma
Ponca

Region 18
Kim Burry
Bayard

Region 19
Stacy Jolley
Millard

YOUR NASB STAFF

John Spatz
Executive Director

Colby Coash
Associate Executive Director/
Dir. of Government Relations

Shari Becker
Director of Education
Leadership Search Service

Matt Belka
Director of Marketing,
Communications & Advocacy

Megan Boldt
Director of ALICAP Insurance

Makenzie Brookhouser
Events Manager &
Accounting Associate

Craig Caples
Director of Technology

Sharon Endorf
Director of
Member Engagement

Marcia Herring
Director of Board Leadership

Rachel Horstman
Business Manager

Karla Kruse
Board Leadership/ALICAP
Admin. Assistant

Jim Luebbe
Director of Policy Services

Melissa Lusk
Board Leadership
Development Associate

Kori Stanosheck
Board Leadership
Engagement Associate

Lisa Steinkuhler
Executive Admin. Assistant

Sallie Svatora
Director of Operations

Vicki Walter-Winters
Legal Admin. Assistant

View the full directory of the Board and staff at www.NASBonline.org

NASB AFFILIATES

ACCOUNTING

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jw1cpa@aol.com | www.gowh.com
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ARCHITECTS

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pcarson@bcdm.net - www.bcdm.net
(Architectural Services)

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Cleve Reeves - 402-475-4551
creeves@bvh.com - www.bvh.com
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*Silver Level Affiliate

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Interiors, Bond Promotion/
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Ed. facility planning)

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Terry Wood, AIA - 402-493-4800
twood@schemmer.com
Molly Macklin - 402-493-4800
mmacklin@schemmer.com
www.schemmer.com
(Architecture, engineering,
educational facility planning)

AWARDS & PLAQUES

Awards Unlimited
Larry King - 402-474-0815
larryking@awardsunlimited.com
www.awardsunlimited.com
(Trophies, awards, plaques, etc.)

BUILDING CONTROLS/ SERVICES

Control Management Inc.
Nathan Haug - 402-571-9454
nathan@cmiomaha.com
www.cmiomaha.com
(Building Automation, Security and
Energy Optimization for New and
Existing Systems)

CONSTRUCTION SERVICES

BD Construction
Marsha Wilkerson - 308-234-1836
mwilkerson@bdconstruction.com
www.BDconstruction.com
(Site Selection, Facility Planning,
Engineering, Permitting,
Build to Suit)
*GOLD LEVEL AFFILIATE

Boyd Jones Construction
Emily Bannick - 402-550-1808
ebannick@boydjones.biz
www.boydjones.biz
(Construction Management,
Pre-Bond, Pre-Construction,
Facility Evaluation, Early Stage
Planning)
* GOLD LEVEL AFFILIATE

Cheever Construction
Douglas Klute - 402-477-6745
dklute@cheeverconstruction.com
www.cheeverconstruction.com
(Construction Services)

Heartland Pella Windows & Doors
Dennis Feeken - 800-334-2271
dennisfeeken@heartlandpella.com
www.heartlandpella.com
(Commercial Window & Door
Solutions)

ENERGY SERVICES

Ameresco, Inc.
David Goebel - 308-392-3283
402-370-8822
dgoebel@ameresco.com
www.ameresco.com
(Capital Improvements, Energy
Efficiency & Renewable Energy
Solutions for Buildings)
* GOLD LEVEL AFFILIATE

ENERGY SERVICES

CTS Group
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rherrick@ctsgroup.com
www.ctsgroup.com
(Provides safe, secure learning and
working environments)
* GOLD LEVEL AFFILIATE

Johnson Controls
Jason Peck - 308-708-9479
jason.peck@jci.com - www.jci.com
(HVAC, Building Automation,
Service Agreements, Security and
Fire, among others)
* GOLD LEVEL AFFILIATE

TRANE
Dave Raymond
402-596-8000 - 402-452-7762
dave.raymond@trane.com
www.trane.com/omaha
(Building Construction &
Energy Services)
* GOLD LEVEL AFFILIATE

EQUIPMENT AND FURNITURE

Sheppard's Business Interiors
Ken Sigmon - 402-393-8888
ksigmon@sbi-omaha.com
www.sbi-omaha.com
(Furniture, Space Planning,
Asset Management)

FINANCIAL SERVICES

Ameritas Investment Corp.
800-335-9858
(Bonds, Refunding Bonds,
QCPUF Bonds, TANs,
NASB Lease-Purchase)
* GOLD LEVEL AFFILIATE

D.A. Davidson & Co.
Paul Grieger - 402-392-7986
pgrieger@dadco.com
Cody Wickham - 402-392-7989
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Andy Forney - 402-392-7988
aforney@dadco.com
www.dadavidson.com
(Bonds/Election Services, Lease
Purchase)
* GOLD LEVEL AFFILIATE

FINANCIAL SERVICES

First National Capital Markets
Tobin Buchanan - 308-352-8328
tbuchanan@fnni.com
Carl Dietz - 308-289-3920
carldietz@fnni.com
Matt Fisher - 308-380-3831
mfisher@fnni.com
www.fncapitalmarkets.com
(Public Finance, Election Guidance)
* GOLD LEVEL AFFILIATE

First Nebraska Credit Union
Elly Heckel - 402-492-9100
marketing@firstnebraska.org
www.firstnebraska.org
(Taking care of your
financial needs!)

Nebraska Liquid Asset Fund - NLAF
Barry Ballou - 402-705-0350
balloub@pfm.com
www.NLAFpool.org
(Liquid Asset Fund,
financing programs)
* GOLD LEVEL AFFILIATE

Nebraska Public Agency
Investment Trust
Becky Ferguson - 402-323-1334
becky.ferguson@ubt.com
www.npait.com
(Cash management tool for
short-term and long-term funds)
* GOLD LEVEL AFFILIATE

Union Bank & Trust
Health Benefit Solutions
Jennifer Ainsworth - 402-323-1815
jennifer.ainsworth@ubt.com
www.ubt.com/health
(Financial Services, Banking)
* Silver Level Affiliate

Wells Fargo Bank
Andrew J. Detlefsen - 402-434-6701
andrew.j.detlefsen@wellsfargo.com
www.wellsfargo.com
(Financial Services, Banking)

NASB AFFILIATES

FOOD SERVICE

Lunchtime Solutions
Deni Winter
605-235-0939 Ext 106
deni@lunchtimesolutions.com
www.lunchtimesolutions.com
(Progressive Food
Service Management)
* GOLD LEVEL AFFILIATE

Opaa! Food Management of Nebraska
Greg Frost - 636-812-0777
www.opaafood.com
(Contract Food Service
Management)

Taher, Inc. - Food Service Management
Tom Johnson - 952-945-0505
t.johnson@taher.com
www.taher.com
(Providing a fresh take on Food
Service Management)
* GOLD LEVEL AFFILIATE

INSURANCE SERVICES

Blue Cross Blue Shield of Nebraska
Cortney Ray - 402-458-4823
cortney.ray@nebraskablue.com
www.nebraskablue.com
(Group health insurance)
* GOLD LEVEL AFFILIATE

National Insurance Services
Steve Ott - 800-627-3660
sott@nisbenefits.com
www.nisbenefits.com
(Group LTD, Life, Vision,
Special Pay Plans, HRA's)

Public Risk Management
Sheri Shonka
402-884-3751 - 877-649-4612
sheri.shonka@prmne.com
www.alicap.org
(ALICAP, Insurance services)
* GOLD LEVEL AFFILIATE

LEGAL SERVICES

Mueller Robak, LLC
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(Lobby firm)

MECHANICAL CONSTRUCTION

Rasmussen Mechanical Services
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jennifer.coggins@rasmech.com
www.rasmech.com
(Your Single Source Service
Provider)

MENTORING

TeamMates Mentoring
Hannah Miller - 319-610-8538
hannah@teammates.org
www.teammates.org
(Together we transform lives)
* GOLD LEVEL AFFILIATE

PLAYGROUND/ SCOREBOARDS/ SURFACING

Creative Sites, LLC
Julie Kutilek
402-614-4606 - 800-266-1250
julie@creativesitesllc.com
(Playground equipment and
site furnishings)
* GOLD LEVEL AFFILIATE

Crouch Recreation
Eric Crouch - 402-496-2669
eric@crouchrec.com
www.crouchrec.com
(Playgrounds, Shelters, Scoreboards,
Safety Surfacing & Site Amenities
Manufacturers Rep)
* GOLD LEVEL AFFILIATE

SAFETY & SECURITY SERVICES

One Source
The Background Check Company
Neal Josten
800-608-3645 ext. 5600
njosten@onesourcebackground.com
www.onesourcebackground.com
(Employment, Volunteer,
Contractor Screening)
* GOLD LEVEL AFFILIATE

VideoTronix Inc.
David Harvey - 402-210-2839
david.harvey@vtisecurity.com
www.vtisecurity.com
(IP Video Surveillance, Networks,
Access Control, Storage)

STUDENT INFORMATION SERVICES

JMC Computer Services
Paul Freid - 651-345-4654
Paul@jmcinc.com
www.jmcinc.com
(Easy ADVISOR reporting and
student information management)
* GOLD LEVEL AFFILIATE

TECHNOLOGY CONSULTING

PRISM advisors
Jason Richards - 402-593-8911
jprichards@prism-advisors.com
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(PEOPLE, PROCESS & SYSTEMS.
IT strategic planning and project
management through RFP to
implementation)
* GOLD LEVEL AFFILIATE

TECHNOLOGY/ SOFTWARE

Sparq Data Solutions
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(Paperless Board Meetings,
Staff Negotiations, Public
Document Management,
Document Imaging & Scanning)
* GOLD LEVEL AFFILIATE

THERAPY SERVICES

Central Nebraska
Rehabilitation Services
Mary Walsh-Sterup
308-675-1853 ext. 3222
mary@cnrehab.com
www.cnrehab.com
(Providing PT, OT and Speech
therapy in the school system)

NASB
Nebraska Association of
SCHOOL BOARDS

NASB BOARD NOTES

A monthly publication from the Nebraska Association of School Boards

LEADERSHIP   INNOVATION   VISION   ENGAGEMENT   #liveNASB

IN THIS EDITION

GRETNA RECEIVES PRESIDENT'S BOARD AWARD

THIRTEEN BOARDS RECEIVE THE BOARD OF EXCELLENCE AWARD

CHANGING THE NARRATIVE: TRAVELING TAKEAWAYS

CHANGING THE NARRATIVE: WHAT DID WE LEARN

FROM SCHOOL BOARD TO THE STATE CAPITOL WITH SEN. VARGAS

REMINDER: YOUR 2020 ADVOCACY HANDOUT IS NOW POSTED

PARTNERS IN EDUCATION: BOYD JONES & DC WEST

IT'S ALMOST TIME TO TAKE IT TO THE STREETS

SCHOOL LUNCH: WHAT'S ON YOUR PLAYLIST?

TRAINING, NETWORKING, ENGAGEMENT & EVENTS

... AND MUCH MORE!

AS WELL AS "THIS MONTH IN ..."

... ADVOCACY & GOVERNMENT RELATIONS

... ALICAP & INSURANCE

... BOARD LEADERSHIP

... ENERGY PURCHASING

... MEMBER ENGAGEMENT

... NEBRASKA WHOLE CHILD PROJECT

... POLICY

... SEARCH, STRENGTHS & AWARDS

... TECHNOLOGY

Student / Staff Count
2019-2020 School Year

Elem. School	Grade															Total *Student / Staff	
	PS		KG		1		2		3		4		5		6			
	All Student Counts Are Actual SIMS Enrollment Figures																	
	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Students *
BLUM	2	26	2	45	3	49	3	49	3	50	3	52	2	48	2	52	21	345
KW	2	21	1	22	1.5	25	1.5	22	1.5	32	1.5	27	1.5	28	1.5	19	10	175
MEAD	2	36	2	46	2	40	2	46	2	41	2	37	2	48	2	42	14	300
MOCK	1	20	3	48	2	58	3	57	2	48	3	50	2	50	2	50	17	361
SEY	1	17	2	32	1.5	33	1.5	32	1.5	34	1.5	32	1.5	30	1.5	39	11	232
WW	2	37	2	45	2	39	2	31	2	32	2	45	2	47	2	37	14	276
Totals By Gr	10	157	12	238	12	244	13	237	12	237	13	243	11	251	11	239	87	1689

*Does not include PS

Blum. & Sey. SPED staff & KW Hearing Impaired for K-6 is added to staff Total

Sec. School	7		8		9		10		11		12		TOTAL	
	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud
RMS		252		224									0	476
RHS						240		252		257		284	0	1033

Totals	Staff	*Stud	Ratio	*Stud 18-19	Change for 19-20	
BLUM	23	371	16/1	390	-19	*Includes PS
KW	12	196	16/1	194	2	
MEAD	16	336	21/1	344	-8	
MOCK	18	381	21/1	383	-2	
SEY	12	249	21/1	247	2	
WW	16	313	20/1	287	26	
Totals	97	1846	19/1	1845	1	
RMS	36	476	13/1	453	23	
RHS	70	1033	15/1	1039	-6	
Sec. Total	106	1509	14/1	1492	17	Oct 28 2019
Dist. Total	203	3355	17/1	3337	18	8:51 AM

Ralston Enrollment Report as of 10/28/2019

BLUMFIELD ELEMENTARY

	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
KG	40	5	0	45	6
01	37	12	1	50	0
02	41	8	0	49	0
03	40	10	0	50	2
04	35	17	0	52	0
05	36	12	0	48	0
06	41	11	0	52	0
Building Total:	**270**	**75**	**1**	**346**	**8**

KAREN WESTERN ELEMENTARY

	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
KG	18	4	0	22	0
01	17	8	0	25	0
02	18	4	0	22	0
03	25	7	0	32	0
04	21	6	0	27	0
05	18	10	0	28	0
06	14	5	1	20	0
Building Total:	**131**	**44**	**1**	**176**	**0**

MEADOWS ELEMENTARY

	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
KG	41	5	0	46	1
01	32	8	0	40	0
02	34	12	2	48	2
03	35	6	0	41	0
04	23	14	2	39	0
05	37	11	3	51	0
06	31	11	1	43	0
Building Total:	**233**	**67**	**8**	**308**	**3**

MOCKINGBIRD ELEMENTARY

	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
KG	44	4	0	48	1
01	51	7	1	59	0
02	48	9	0	57	0
03	38	10	0	48	0
04	36	14	0	50	1
05	35	15	0	50	0
06	40	10	0	50	0
Building Total:	**292**	**69**	**1**	**362**	**2**

SEYMOUR ELEMENTARY

	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
KG	26	6	1	33	0
01	27	6	0	33	0

Ralston Enrollment Report as of 10/28/2019

SEYMOUR ELEMENTARY		Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	02	25	7	3	35	0
	03	30	4	2	36	0
	04	30	2	1	33	0
	05	23	7	0	30	0
	06	29	10	0	39	0
Building Total:		**190**	**42**	**7**	**239**	**0**

WILDEWOOD ELEMENTARY		Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	KG	31	14	0	45	1
	01	26	13	0	39	0
	02	23	8	0	31	1
	03	19	13	0	32	1
	04	33	12	0	45	0
	05	26	21	1	48	0
	06	24	13	0	37	1
Building Total:		**182**	**94**	**1**	**277**	**4**

RALSTON MIDDLE SCHOOL		Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	07	168	84	0	252	3
	08	166	58	2	226	3
Building Total:		**334**	**142**	**2**	**478**	**6**

RALSTON HIGH SCHOOL		Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	09	165	75	0	240	1
	10	177	75	0	252	1
	11	165	92	1	258	2

Ralston Enrollment Report as of 10/28/2019

RALSTON HIGH SCHOOL	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12	183	101	0	284	2
Building Total:	690	343	1	1034	6
District Total:	2322	876	22	3220	29
KG:	200	38	1	239	9
01:	190	54	2	246	0
02:	189	48	5	242	3
03:	187	50	2	239	3
04:	178	65	3	246	1
05:	175	76	4	255	0
06:	179	60	2	241	1
07:	168	84	0	252	3
08:	166	58	2	226	3
09:	165	75	0	240	1
10:	177	75	0	252	1
11:	165	92	1	258	2
12:	183	101	0	284	2

KOLEY ■ JESSEN

MEMORANDUM

TO: Margaret C. Hershiser

FROM: Nicholas F. Lesiak

DATE: October 20, 2015

RE: Procedures to Fill School Board Vacancy

OUR FILE NO.: 17323-0000

Issue

What are the procedures to replace a school board member who resigns before the end of his/her term?

Summary

Within forty-five days after the vacancy occurs, the remaining school board members must appoint a qualified registered voter from the district to fill the vacancy. Depending on when the vacancy occurs, the appointee will either serve for the remainder of the unexpired term or until a board member is nominated at the next primary election and elected at the following general election.

Discussion

An elective office is vacant upon, among other occurrences, the resignation of the incumbent. Neb. Rev. Stat. § 32-560(1). A school board member's resignation must be made to the board in writing and made part of the minutes of the school board. Neb. Rev. Stat. § 32-562(9); Neb. Rev. Stat. § 32-560(1). To be effective, the resignation must be accepted by the board or officer to whom the resignation is tendered. Neb. Rev. Stat. § 32-562. The board must give written notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to the election commissioner or county clerk and by publication in a newspaper of general circulation in the school district. Neb. Rev. Stat. § 32-570(1).

The remaining board members must appoint a qualified registered voter (a legal voter in the district) to fill the vacancy within forty-five days after the vacancy occurs (absent good cause shown that the time requirement is an undue burden). Neb. Rev. Stat. § 32-570(3); Neb. Rev. Stat. § 32-543; Neb. Rev. Stat. § 79-543; Neb. Rev. Stat. § 32-574. The appointment must be in writing and must be filed with the Secretary of State or county or township clerk. Neb. Rev. Stat. § 32-571. The person appointed to fill the vacancy becomes the "incumbent" for purposes of the Election Act (*i.e.* filing requirements). Neb. Rev. Stat. § 32-111. Please note that the Open Meetings Act prohibits a public body from "discuss[ing] the appointment or election of a

new member" in closed session. Neb. Rev. Stat. § 84-1410. If the school district does not fill the vacancy, it may be filled by election at a special election or school district meeting called for that purpose, which must be called in the same manner and subject to the same procedures as other special elections or school district meetings. Neb. Rev. Stat. § 32-570(6).

If the vacancy occurs prior to February 1 preceding the general election in the middle of the vacated term, the appointee must serve until a registered voter is nominated at the next primary election and elected at the following general election for the remainder of the expired term. If the vacancy occurs on or after the applicable deadline preceding the general election in the middle of the vacated term, the appointee must serve for the remainder of the unexpired term. Neb. Rev. Stat. § 32-570(3).

4823-8230-8649.1

Board of Education
Vacancy Timeline
October 2019

Overview:
On October 14, 2019, during the meeting of the Ralston Public Schools Board of Education, Board member Mr. Michael Overkamp announced his plan to resign from the Board of Education. This document is intended to outline the recommended process and timeline to fill the open seat previously held by Mr. Overkamp.

October 14, 2019
Mr. Overkamp submits his written resignation to Superintendent Dr. Mark Adler. Mr. Overkamp asks that his resignation be effective at the Board of Education Meeting on October 28, 2019.

October 28, 2019
The Ralston Board of Education approves the resignation request from Mr. Michael Overkamp and the action becomes part of the official meeting minutes.

October 29, 2019
The Ralston Board of Education will give written notice to the election commissioner and the county clerk of the date the vacancy occurred, the office vacated, and the length of the unexpired term.

October 29 - November 15, 2019
The Ralston Board of Education will give written notice of the Board vacancy and procedures to apply to be considered for the open board seat through publication in the Ralston Recorder and the District electronic communication system.

November 25, 2019
The Board of Education will interview all interested candidates that followed the outlined application procedures and the board will take official action to appoint a person to fill the vacancy.

November 26, 2019
The Board of Education will submit in writing the name of the person appointed to the vacancy to the Secretary of State and the county clerk.

NOTICE OF SCHOOL BOARD VACANCY
Douglas County School District No. 54
Ralston, NE

NOTICE IS HEREBY GIVEN, that the Board of Education, of the School District No. 54 in the county of Douglas, in the State of Nebraska, has a school board member vacancy on the Ralston Board of Education, effective October 29, 2019, due to a resignation. If you are interested in filling this unpaid, volunteer vacancy through a Board appointment process, please submit a letter of interest and resume beginning October 29, 2019, through November 15, 2019. The term of this board seat will expire on January 11, 2021. To be eligible for this appointment, you must be a legal voter in the Ralston School District. (Neb. Rev. Stat. § 79-543). Please submit your letter of interest, resume, and any questions to:

Ralston Public Schools Office of the Superintendent
Attn: Dr. Jay Irwin, Secretary, Board of Education
8545 Park Drive
Ralston, NE 68127

Dr. Jay Irwin
Secretary

2001
Role of the Board of Education and Legal Status

The Ralston Public Schools Board of Education (board) is charged by the Legislature with the duty of providing public elementary and secondary education to the citizens of the district. The Legislature has also created the State Board of Education and the State Department of Education, and has delegated certain regulatory and advisory functions to them. The board is responsible to these agencies as specified by law.

The Ralston School District #54, a Class III district in the state of Nebraska, is governed by a Board of Education consisting of six members, and by resolution, may increase the number of Board of Education members as allowed by statute.

The board's primary duties are: (1) to establish a mission, goals, and policies; (2) to establish and maintain school facilities; (3) to select a superintendent; (4) to adopt a fiscally responsible budget; and (5) to evaluate programs.

1.   Establishment of Mission, Goals and Policies

The board shall concern itself with broad questions of mission, goals and policy, rather than administrative details. The application of policies is an administrative task to be performed by the superintendent of schools and his or her administrative staff, who shall be held responsible for the effective administration and supervision of the entire school district.

2.   Establishment and Maintenance of School Facilities and Other Resources

The board is the legal agency through which the community works to provide the physical facilities, curriculum, instructional supplies and staff to enable the district's mission and objectives to be carried out. The board will establish and maintain school facilities necessary to educate the students of the district.

3.   Selection of the Superintendent of Schools

The board will employ a superintendent of schools as the chief executive to whom it will delegate the administration of the school program. As the chief administrator for the board, the superintendent will implement board policies and supervise the day-to-day operation of the school system. The superintendent will keep the board informed of the implementation of the plans and policies, and will recommend changes to policies as necessary. The superintendent will furnish educational leadership to the board, the school staff, and the community.

4.   Fiscally Responsible Budget

The board will annually adopt a fiscally responsible budget that will permit the district to accomplish its goals and objectives. The management of the financial program and the development of the proposed budget for the district is delegated to the superintendent.

The board will work for adequate and dependable financial support of the public schools, promotion of effective and efficient organization, and administration of the district.

5.   Evaluation of Program

The board will evaluate, or cause to be evaluated, the progress and results of the educational program on a continuous basis. In making these evaluations, the board will seek and give appropriate weight to the superintendent's analysis and recommendations.

6.   School Board Powers and Duties

The responsibilities of the Ralston Board of Education include:

- Representing the people of the District;
- Creating a shared vision of the District's educational future;
- Formulating, adopting, reviewing, and repealing, policies;
- Selecting, and evaluating the performance of, the Superintendent of the Ralston School District;
- Approving legal contracts;
- Approving and adopting an annual budget;
- Approving expenditures of the District;
- Providing facilities to house the educational program of the District;
- Adjudicating appeals from staff members, students, and patrons of the District.

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

4030
Evaluation of Certified Employees

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only.

The Ralston Public Schools shall provide procedures for the evaluation of staff. The evaluation shall serve as a basis for improvement of performance and continued employment in the Ralston School District. The procedures shall provide a source of information for sound decision-making as well as for counseling, for in-service training, and for continual growth of all employees. The procedures shall provide not only for the identification and improvement of staff skills and abilities that enhance the learning process, but also for the dismissal of those who do not meet the standards of the District.

The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

> **Entire Instructional Period.** For certificated employees whose classes are held during defined periods of time (e.g., high school classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods, consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

> **Actual Classroom Observation.** Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing

activities that are typical of his or her position.

Additional evaluations, both formal and informal, may be conducted as the administration deems appropriate.

This policy and the evaluation instrument shall be distributed to staff members upon their employment and annually thereafter.

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

Student Services Administrator Evaluation System

Board of Education Policy: 4030

AdvancED Standard: Leadership Capacity

4030

Evaluation of Certified Employees

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only.

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Additional evaluations, both formal and informal, may be conducted as the administration deems appropriate.

This policy and the evaluation instrument shall be distributed to staff members upon their employment and annually thereafter.

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

Executive Director/Director Evaluation Process

Probationary administrators shall be observed and evaluated at least once each semester. Permanent or tenured administrators shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the administrator or at the discretion of the primary evaluator. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes. A formative evaluation will be completed in the middle of the year and a summative evaluation will be completed at the end of the year. Each administrator will complete an *Individual Professional Development Plan* annually. The *Individual Professional Development Plan* will include identifying one or two specific and measurable goals based on the effective practices, and then developing a plan to achieve the desired goal. An *unsatisfactory* rating in one of the effective practices will require an individual to be placed on a plan of assistance. All required documents will be shared with the administrator being evaluated and will be kept on file in the Office of the 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 framework. The evaluator will rate performance by category. The effective practices are intended to serve as guidance for the evaluee and evaluator in determining professional performance, growth, and points of emphasis. It should be understood that the evaluee 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.

- **Shared Vision and Strategic Direction**

  The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

- **Board, Policy, and the Education System**

  The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

- **Collaboration with Families and Community**

  The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

- **Continuous Improvement and Accountability**

  The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

- **Teaching and Learning**

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

- **Personnel Leadership**

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

- **Systems Leadership and Management**

  The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

- **Equity, Climate, and Culture**

  The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

- **Leadership, Conduct, and Professional Growth**

  The administrator 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: Shared Vision and Strategic Direction
The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

Indicators and Evidence

- Develops and implements special education processes and services that support a shared vision and strategic direction and guides the district into supporting high expectations for student learning and success.
- Ensures special education students, parents, advocates and service providers are engaged in the development of the district's shared vision, strategic direction, and goals.
- Provides leadership to ensure special education processes and services support the current and future needs of students with disabilities.
- Engages special education stakeholders within the district and school community to develop a commitment to the shared vision and the strategic direction.
- Continually models, reinforces, and communicates commitment to the shared vision throughout all special education processes and services.

- *Evidence: Documentation, including accomplishments and outcomes of special education align with the district's shared vision, strategic direction, and goals.*
- *Evidence: Special education reports and presentations illustrate high expectations of student learning and success, developed with specific strategies, measurable outcomes and timelines.*
- *Evidence: Documentation of collaborative development of the shared vision, strategic direction, and goals involving special education students, parents, advocates and service providers.*
- *Evidence: Reports, presentations and data collection on current and future needs of students with disabilities are available and used for planning, goal-setting, and improvement processes.*
- *Evidence: Board, staff, and community special education presentations and updates routinely model commitment to the shared vision, strategic direction and goals.*

- **Evidence:** *Newsletters, articles, the district website,and other media routinely incorporate special education information and its relationship to the district's shared vision, strategic direction and goals*

Unsatisfactory	Basic	Proficient	Distinguished
- *Alignment with shared vision and strategic direction are not documented* - *Special education stakeholders have no or limited engagement in the vision/direction* - *No evidence special education processes and services support current and future needs*	- *Alignment with vision or direction is documented* - *Some evidence of special education stakeholder engagement in the vision/direction* - *Some evidence special education processes and services support current and future needs*	- *Vision and direction are aligned and used to guide the special education services and processes* - *Evidence of engagement with stakeholders in development and implementation of vision/direction* - *Evidence special education processes and services support current and future needs.*	- *Vision and direction are aligned and include measurable outcomes, which are appropriate for special education services and processes* - *Evidence of engagement with stakeholders in implementation of and commitment to vision/direction* - *Evidence special education services and processes support current and future needs and incorporates input from students, parents, and teachers*

EFFECTIVE PRACTICE: Board, Policy, and the Education System
The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

Indicators and Evidence

- Actively and continually fosters superintendent, board, and community relationships; and, keeps the superintendent and board informed on special education processes, services, and needs.
- Proactively responds to district needs and policy priorities.
- Provides leadership in the development, implementation and monitoring of special education policy, procedures, and practices.
- Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision, strategic direction, and goals.
- Collaboratively works to influence local, district, state, and national decisions impacting special education issues and needs.

- *Evidence: Processes are in place to solicit input from community and board on special education processes and services.*
- *Evidence: Board agendas and communication processes keep the superintendent and board members informed on all special education aspects of the district.*
- *Evidence: Processes are in place to solicit input from the community and board on special education processes and services.*
- *Evidence: Board agendas and communication processes keep the superintendent and board members informed on all special education aspects of the district.*
- *Evidence: Special education programs, services, and student outcomes are incorporated into the district and social accountability system.*
- *Evidence: Board special education policies, procedures, and practices are current, and keeps the district in compliance with state and federal regulations.*
- *Evidence: Reports to superintendent, board members and staff reflect up-to-date information on state or federal special*

education policy, as needed.
- ***Evidence:*** *Special education program and service goals are aligned with the district's shared vision and strategic direction.*
- ***Evidence:*** *Superintendent reports, board communication, and professional learning show evidence of engagement of key stakeholders in activities that support district, state, and national policy decisions that impact the needs of students with disabilities.*

Unsatisfactory	Basic	Proficient	Distinguished
• *Limited or inconsistent communication with superintendent, board members and staff* • *Policies are outdated, not in compliance with state or federal law, or not routinely reviewed* • *No evidence of collaborative strategies to influence policy decisions impacting student learning and needs of students with disabilites*	• *Provides updates and communicates regularly with superintendent, board members, and staff* • *Policies are routinely updated* • *Uses some collaborative strategies to influence policy decisions impacting student learning and needs of students with disabilities*	• *Engages superintendent, board members, and staff in district needs and policy priorities* • *Policies are consistently reviewed and developed to incorporate state or federal policy, as needed* • *Evidence of collaborative strategies to influence policy decisions impacting student learning and needs of students with disabilities*	• *Actively and consistently engages superintendent, board members, staff, and community in district needs and policy priorities* • *Evidence of leadership in compliance, review, and development of local policies* • *Evidence of collaborative strategies to develop and implement policy decisions impacting student learning and needs of students with disabilities*

EFFECTIVE PRACTICE: Collaboration with Families and Community
The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

Indicators and Evidence

- Provides meaningful and timely communication with families and stakeholders in the community about special education needs, challenges, and accomplishments.
- Engages students, parents and stakeholders in the development, implementation and improvement of special education programs and services.
- Maintains a presence in the district and school community to understand its strengths and needs.
- Understands and is engaged with community needs, priorities, and resources.
- Models collaboration within the organization and encourages collaboration between administrators, teachers, families, and the community at the school level.

- *Evidence: Newsletters, newspaper articles, web articles, and other digital and social media incorporate special education information, needs, challenges, and accomplishments.*
- *Evidence: Special education program, service development, and improvement includes documentation of student, parent, and community engagement.*
- *Evidence: Documentation of participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.*
- *Evidence: Community surveys, data on community needs, and community engagement activities incorporate special education information and needs.*
- *Evidence: Reports, presentations, and updates demonstrate collaboration within organizations; and, professional learning activities reinforce collaboration between administrators and teachers.*
- *Evidence: Strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community.*
- *Evidence: Open houses, family nights, parent-teacher conferences, and individualized educational planning involve*

collaboration between administrators, teachers, families, and the community.
- *Evidence: School climate surveys include input from students, teachers, parents, and the community; and, results are shared internally and externally.*

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, superintendent, 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 organizations*

EFFECTIVE PRACTICE: Continuous Improvement and Accountability
The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

Indicators and Evidence

- Systematically reviews, anticipates, and analyzes emerging special education trends and innovative strategies to continually improve student services and supports.
- Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
- Makes informed recommendations to the superintendent and decisions that are based on evidence and multiple data sources.
- Engages families and communities on student needs, successes, and challenges on a regular basis.
- Aligns district special education processes with state and national indicators of quality, accreditation, and accountability through a model of continuous improvement.
- Demonstrates a responsibility to accountability by modeling and ensuring everyone is held accountable for student learning and success.

- *Evidence: Superintendent and board reports and presentations incorporate emerging special education trends and innovative strategies to continually improve all schools in the district.*
- *Evidence: Professional learning activities incorporate emerging special education trends, and innovative strategies.*
- *Evidence: Robust, comprehensive improvement plans for the district and each school are based on current information on student progress and achievement, with specific goals and benchmarks aligned with state and national indicators of quality and best practice for students with disabilities.*
- *Evidence: Multiple data sources and evidence are used and clearly explained in superintendents reports and school or district recommendations.*
- *Evidence: School or district reports routinely provide information regarding activities to engage the family and community on student needs, successes, and challenges.*
- *Evidence: Board reports provide information on school and district accountability and accreditation (NDE Rules 2, 3, 6, 10, 11, 13, 14, 15, 17, 18, 19, 21, 24, 25, 27, 51, 52, 53, 55, 91, and 92); and district policies, procedures, and practices align with state and national expectations of accreditation and accountability.*
- *Evidence: Board policies and procedures define a system of accountability and reports or presentations keep the superintendent,*

board and community informed about district and school 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: Teaching and Learning
The administrator ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators and Evidence

- Ensures the implementation of a coherent system of curriculum, instruction, assessment and supports that align with the district's shared vision and direction; and that the result is culturally responsive and embodies high expectations.
- Communicates high expectations for student learning and success that is accomplished by a data-informed approach that produces effective results.
- Ensures district/school special education processes, services, and programs are evidence-based and innovative.
- Provide learning experiences and opportunities that lead all students to success at the next level.
- Engages stakeholders in the development and review of special education processes, services, and programs; and, ensures programmatic expectations are available for review.
- Monitors, evaluates, and supports the implementation of evidence-based special education processes, services, and programs.

- *Evidence: District special education processes, services, and program expectations have been board approved and are available for review.*
- *Evidence: Information on general instructional practices or an instructional framework and accommodations for special education students is available for review.*
- *Evidence: District assessment and grading practices and accommodations for special education students are approved and available for review.*
- *Evidence: District or school improvement plans clearly articulate data-informed high expectations that are incorporated into the special education processes, services and programs of the district and school(s).*
- *Evidence: Superintendent reports, presentations and student achievement data reflect that processes are in place to ensure special education processes, services and programs are developed using evidence-based and innovative practices.*

- ***Evidence:*** *Special education processes, services, and programs are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead students with disabilities to success at the next level.*
- ***Evidence:*** *District special education processes, services, and program expectations are available for review by students, parents, and the community.*
- ***Evidence:*** *Processes for student, parent, and community input is identified in district special education processes, services, and programs.*
- ***Evidence:*** *Superintendent reports and presentation, as well as district procedures and practices, reflect the use of strategies to monitor and evaluate special education processes, services, and programs.*
- ***Evidence:*** *Reports, presentation and communication with parents highlight implementation progress of special education services and programs.*

Unsatisfactory	Basic	Proficient	Distinguished
● *Little or no evidence of a coherent system of curriculum, instruction, assessment and systems to support students with disabilities* ● *Little or no evidence of high expectations of student achievement* ● *Little or no evidence of programmatic or curriculum review or input* ● *Little or no evidence of consistency or continual improvement of improvement of special education programs or processes*	● *Some evidence of a coherent system of curriculum, instruction, assessment and systems to support students with disabilities* ● *Some evidence of high expectations of student achievement* ● *Some evidence of programmatic or curriculum review or input* ● *Some evidence of consistency or continual improvement of special education programs or processes*	● *Evidence of a coherent system of curriculum, instruction, and assessment and systems to support students with disabilities* ● *High expectations are clearly and consistently communicated and monitored* ● *Evidence of programmatic or curriculum review or input* ● *Evidence of consistency or continual improvement of special education programs or processes*	● *Evidence and clear documentation of a coherent system of curriculum, instruction, assessment, and systems to support students with disabilities* ● *Evidence of data-informed high expectations of student achievement including processes to monitor progress of students with disabilities* ● *Evidence of programmatic or curriculum review and input from students, parents, and teachers* ● *Evidence of consistency or continual improvement of special education programs or processes with input from key stakeholders*

EFFECTIVE PRACTICE: Personnel Leadership

The administrator 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

- Ensures the necessary special education personnel and financial resources are allocated to achieve the district's shared vision, strategic direction, and special education goals.
- Implements human resource systems and processes that support the special education needs of the district:
  - ➤ recruitment, hiring, and induction practices support special education needs of the district;
  - ➤ evidence-based evaluation processes support the special education needs of the district; and,
  - ➤ special education personnel are prioritized and deployed to ensure educational opportunities are maximized for all students with disabilities.
- Creates a comprehensive system of professional learning for all special education personnel.

- *Evidence: Reports, presentations and the district budget reinforce that special education personnel and financial systems are in place to achieve the district's shared vision, strategic direction, and special education goals.*
- *Evidence: Special education budget and hiring processes and timelines are available and communicated to the superintendent, board members, and the community.*
- *Evidence: Communication processes inform the superintendent, board members, and community regarding recruitment and employment opportunities for special education personnel within the school district.*
- *Evidence: Evaluation processes for all special education personnel are approved by the board and available for review by parents and the community.*
- *Evidence: Strategies for recognition and positive reinforcement of all special education personnel are used to support retention.*
- *Evidence: Superintendent reports, presentations, and personnel data demonstrate that district policies and procedures are in place and consistently used to support special education personnel needs in the district.*
- *Evidence: Short-term and long-term plans are in place to support recruitment, development and retention of special education personnel.*
- *Evidence: District policies, procedures and practice define professional learning expectations for all special education personnel.*
- *Evidence: School improvement plans delineate professional learning expectations and needs for improving achievement,*

opportunities, and success of students with disabilities.
- *Evidence: The administrator's professional learning plan aligns with district needs and priorities; and, demonstrates a commitment to lifelong learning.*
- *Evidence: Formal processes for mentoring and coaching are in place to support all teachers in meeting the needs of students with disabilities.*

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 learning* - *Little or no evidence of modeling life-long 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 life-long 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 on-going modeling of life-long 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 life-long learning by engaging and applying ongoing professional development*

Ralston
PUBLIC SCHOOLS

EFFECTIVE PRACTICE: Systems Leadership and Management
The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

Indicators and Evidence

- Ensures financial and business systems, processes, and timelines are in place for special education budgeting and financial planning.
- Communicates expectations that align board and district vision with the use of physical, personnel, and financial resources of the district.
- Uses a systems approach that optimizes the use of facilities, equipment, and transportation while maintaining a focus on clean, updated, functioning, safe, and secure facilities, equipment, and vehicles.
- Identifies and resolves issues, manages conflicts, and builds consensus about the use of physical, personnel, and financial resources throughout the special education services and programs.

- *Evidence: Superintendent and board reports on special education budget and financial status demonstrate district policies, procedures, practices, and timelines are aligned with effective use of business processes and systems.*
- *Evidence: Reports and presentations on use of physical, personnel, and financial resources prioritize student learning and student success and reflect an alignment with the district's shared vision, strategic direction, and goals.*
- *Evidence: Short-term and long-term plans for facilities and equipment reflect the school or district special education needs.*
- *Evidence: Facilities and equipment used for special education services and programs are clean, updated, safe, and secure.*
- *Evidence: Schools, programs, and classrooms are inviting, engaging, and student-centered.*
- *Evidence: District policies, procedures, and practices define processes for handling conflict, and routine communication keeps the superintendent informed of operational issues and the resolution of such issues relative to special education services, programs, students, and families.*

Unsatisfactory	Basic	Proficient	Distinguished
Business processes are out-of-date and not clearly linked to student learning and success *Facilities and equipment, and 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: Equity, Climate, and Culture
The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

- Co-creates a school system in which shared vision on equity and equitable practices are the norm.
- Develops special education processes, services and programs that support the academic, physical, social, and emotional growth of all students with disabilities.
- Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and all students.

- *Evidence: District practices, including communication plans and community/student/staff surveys of climate and culture, reinforce a shared vision of equity and equitable practices relative to special education services, programs, student needs, and student opportunities.*
- *Evidence: District special education processes, services, and programs clearly support the academic, physical, social, and emotional growth of all students with disabilities.*
- *Evidence: When interacting with the superintendent, board, staff, students, parents, and the community, the administrator uses oral and written communication strategies and problem solving strategies that convey a positive and responsive culture of high expectations.*

Unsatisfactory	Basic	Proficient	Distinguished
● *Little or 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: Leadership, Conduct, and Professional Growth
The administrator 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

- Leads with enthusiasm, fairness, dignity, and respect.
- Ensures consistent implementation of policy and practice.
- Models and articulates ethical behavior.
- Consistently holds self and others in the district accountable for demonstrating integrity and ethical behavior.
- Engages in professional learning and leadership opportunities that model continuous improvement needs of self and the organization.

- *Evidence: When communicating with the superintendent, board, staff, students, parents, and the community, the administrator conveys fairness, dignity, and respect with enthusiasm and positivity*
- *Evidence: District policies and procedures guide the decision-making process to be just, fair, and equitable.*
- *Evidence: When communicating with the superintendent, board, staff, students, parents, and the community, the administrator uses communication strategies and problem-solving strategies to inform just, fair, and equitable decisions.*
- *Evidence: District policies and procedures are grounded in an ethical framework, and the administrator models and leads with integrity and ethical behavior.*
- *Evidence: District policies and procedures are grounded in an ethical framework, and the administrator holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.*
- *Evidence: The administrator's professional learning 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*

Executive Director/Director Evaluation

Executive Director/Director:

Date:

Evaluator:

EFFECTIVE PRACTICE: Shared Vision and Strategic Direction The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Board, Policy, and the Education System The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Collaboration with Families and Community The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: Continuous Improvement and Accountability The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.			

Unsatisfactory	Basic	Proficient	Distinguished

Narrative:

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

Unsatisfactory	Basic	Proficient	Distinguished

Narrative:

EFFECTIVE PRACTICE: Personnel Leadership
The administrator 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: Systems Leadership and Management
The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

Unsatisfactory	Basic	Proficient	Distinguished

Narrative (required for basic and unsatisfactory ratings):

EFFECTIVE PRACTICE: Equity, Climate, and Culture
The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Unsatisfactory	Basic	Proficient	Distinguished

Narrative:

EFFECTIVE PRACTICE: Leadership, Conduct, and Professional Growth

The administrator 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:

Student Services Signature: _____   Date: _____

Superintendent Signature: _____   Date: _____

Curriculum Administrator Evaluation System

Board of Education Policy: 4030
AdvancED Standard: Leadership Capacity

4030
Evaluation of Certified Employees

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only.

The Ralston Public Schools shall provide procedures for the evaluation of staff. The evaluation shall serve as a basis for improvement of performance and continued employment in the Ralston School District. The procedures shall provide a source of information for sound decision-making as well as for counseling, for in-service training, and for continual growth of all employees. The procedures shall provide not only for the identification and improvement of staff skills and abilities that enhance the learning process, but also for the dismissal of those who do not meet the standards of the District.

The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., high school classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods, consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

Additional evaluations, both formal and informal, may be conducted as the administration deems appropriate.

This policy and the evaluation instrument shall be distributed to staff members upon their employment and annually thereafter.

Executive Director/Director Evaluation Process

Probationary administrators shall be observed and evaluated at least once each semester. Permanent or tenured administrators shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the administrator or at the discretion of the primary evaluator. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes. A formative evaluation will be completed in the middle of the year and a summative evaluation will be completed at the end of the year. Each administrator will complete an *Individual Professional Development Plan* annually. The *Individual Professional Development Plan* will include identifying one or two specific and measurable goals based on the effective practices, and then developing a plan to achieve the desired goal. An *unsatisfactory* rating in one of the effective practices will require an individual to be placed on a plan of assistance. All required documents will be shared with the administrator being evaluated and will be kept on file in the Office of the 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.

<u>Effective Practices</u>

There are nine effective practices within the framework. The evaluator will rate performance by category. The effective practices are intended to serve as guidance for the evaluee and evaluator in determining professional performance, growth, and points of emphasis. It should be understood that the evaluee 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.

- **Shared Vision and Strategic Direction**

  The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

- **Board, Policy, and the Education System**

  The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

- **Collaboration with Families and Community**

  The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

- **Continuous Improvement and Accountability**

  The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

- **Teaching and Learning**

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

- **Personnel Leadership**

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

- **Systems Leadership and Management**

  The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

- **Equity, Climate, and Culture**

  The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

- **Leadership, Conduct, and Professional Growth**

  The administrator 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: Shared Vision and Strategic Direction
The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

Indicators and Evidence

- Develops and implements curriculum, instruction, and assessment processes that support the district's shared vision, strategic direction; and, guides the district into ensuring high expectations for student learning and success.
- Provides leadership to ensure that curriculum, instruction, and assessment processes support the current and future needs of the district and school community.
- Engages the board, superintendent, and stakeholders within the district and school community in understanding the curriculum, instruction, and assessment process needs for implementing the district's shared vision, strategic direction, and goals.

- *Evidence: Documentation of curriculum, instruction and assessment processes are aligned with the district's shared vision, strategic direction, and goals which ensure high expectations of student learning and success.*
- *Evidence: Documentation of curriculum, instruction, and assessment processes support the current and future needs of the district and school community.*
- *Evidence: Presentations and updates illustrate the relationship between the district's shared vision, strategic direction, goals and curriculum, instruction, and assessment.*
- *Evidence: Meetings and surveys solicit input and feedback on curriculum, instruction, and assessment from stakeholders and constituents.*

Unsatisfactory	Basic	Proficient	Distinguished
Alignment with shared vision and strategic direction are not documented *No evidence of curriculum and instructional processes in place or aligned with current and future needs* *Stakeholders have no or limited engagement in the vision/direction of curriculum, instruction, and assessment*	*Alignment with vision or direction is documented* *Some evidence curriculum and instructional processes in place and aligned with current and future needs* *Some evidence of stakeholder engagement in the vision/direction for curriculum, instruction, and assessment*	*Vision and direction are aligned and used to guide curriculum, instruction, and assessment* *Evidence curriculum and instructional processes are in place and aligned with current and future needs* *Evidence of engagement with stakeholders in development and implementation of vision/direction for curriculum, instruction, and assessment*	*Vision and direction are aligned and include measurable outcomes tied to curriculum, instruction and assessment* *Evidence that curriculum and instructional processes are accessible to stakeholders and are clearly aligned with current and future needs* *Evidence of processes in place to ensure routine engagement with stakeholders in development and implementation of vision/direction for curriculum, instruction, and assessment*

EFFECTIVE PRACTICE: Board, Policy, and the Education System
The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

Indicators and Evidence

- Actively and continually fosters superintendent, board, and community relationships; and, keeps the superintendent and board informed and engaged on all aspects of curriculum, instruction, and assessment.
- Proactively responds to district needs and policy priorities.
- Provides leadership in the development, implementation, and monitoring of policies, procedures and best practices in curriculum, instruction, and assessment.
- Stays current on, responds to, and advocates for state or federal policies, as needed to support the district's shared vision, strategic direction, and goals.
- Collaboratively works to influence local, district, state, and national policies impacting student learning.

- *Evidence: Board agendas and communication keep the superintendent and board members informed on all aspects of curriculum, instruction, and assessment in the district.*
- *Evidence: Processes are in place to solicit input from community and the board on curriculum, instruction, and assessment.*
- *Evidence: Board agendas, reports, and communication are used to inform the superintendent, board and community members on district curriculum, instruction, and assessment needs and policy priorities.*
- *Evidence: Board policies, procedures, and practices on curriculum, instruction, and assessment are current, aligned with state and local policy, and keep the district in compliance with state and federal regulations.*
- *Evidence: Reports to superintendent, staff and board, reflect up-to-date information on state or federal curriculum, instruction, and assessment policy, as needed.*
- *Evidence: Superintendent reports, communication, and professional learning show evidence of engagement of key stakeholders and participation in activities that support district, state, and national policy decisions that impact curriculum, instruction, and assessment.*

Unsatisfactory	Basic	Proficient	Distinguished
● *Limited or inconsistent communication with superintendent, board members and staff* ● *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 the superintendent, board members, and staff* ● *Policies are routinely updated* ● *Uses some collaborative strategies at the local level*	● *Engages superintendent, board members, and staff 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 superintendent, board members, staff, and community 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: Collaboration with Families and Community
The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

Indicators and Evidence

- Provides meaningful and timely communication with stakeholders in the community regarding curriculum, instruction, and assessment needs, challenges, and accomplishments.
- Engages stakeholders in the development, implementation and improvement of curriculum, instruction, and assessment.
- Maintains a presence in the district/school community to understand its strengths and needs.
- Understands and is engaged with community needs, priorities, and resources.
- Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.

- *Evidence: Newsletters, newspaper articles, web articles, and other digital and social media incorporate curriculum, instruction, and assessment.*
- *Evidence: Development and implementation of activities related to curriculum, instruction, and assessment includes input from students, parents and community.*
- *Evidence: Documentation of participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys relative to curriculum, instruction, and assessment.*
- *Evidence: Community surveys, data on community needs, and community engagement activities incorporate curriculum, instruction, and assessment information and needs.*
- *Evidence: Curriculum, instruction and assessment reports, presentations, and updates reflect collaboration within the organization.*
- *Evidence: Curriculum, instruction, and assessment activities, and professional learning reinforce collaboration between administrators and teachers.*
- *Evidence: Curriculum and school improvement planning are developed with collaborative input through engagement of administrators, teachers, and the community.*

Unsatisfactory	Basic	Proficient	Distinguished
• *Little or no evidence of collaboration in the organization* • *Little or no evidence of consistent communication with 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* • *Communication of current happenings with the community 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, superintendent, and staff* • *Routinely uses oral and written communication strategies with 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 the school community*	• *Models collaboration and supports staff collaboration throughout the organization* • *Engages 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 organizations*

EFFECTIVE PRACTICE: Continuous Improvement and Accountability
The administrator promotes student success through a focused and clearly articulated process of accountability and a culture of continuous improvement.

Indicators and Evidence

- Systematically reviews, anticipates, and analyzes emerging curriculum, instruction, or assessment trends and innovative strategies to continually improve all elements of the system.
- Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
- Makes informed recommendations to the superintendent and decisions are based on evidence and multiple data sources.
- Engages families and communities on student needs, successes, and challenges on a regular basis.
- Aligns the district curriculum, instruction, and assessment processes with state and national indicators of quality, accreditation, and accountability through a model of continuous improvement.
- Demonstrates a responsibility to accountability by modeling and ensuring everyone is held accountable for student learning and success.

- *Evidence: Reports and presentations keep the superintendent and board informed of emerging trends and innovative strategies to continually improve all schools in the district.*
- *Evidence: Robust, comprehensive, and strategic improvement plans for the district and each school are based on comprehensive and current information on student progress and achievement, with specific goals and strategies linked to curriculum, instruction, and assessment needs and practices in the district.*
- *Evidence: Multiple data sources and evidence are used and clearly explained in reports and recommendations.*
- *Evidence: School or district reports routinely provide information regarding curriculum, instruction, and assessment activities designed to inform or engage the family and community on student needs, successes, and challenges.*
- *Evidence: Board and superintendent reports provide information on school and district accountability and accreditation; and district policies, procedures, and practices align with state and national expectations of accreditation and accountability.*
- *Evidence: Board policies and procedures define a system of accountability, and reports and presentations keep the superintendent, board, and community informed about district and school accountability.*

Unsatisfactory	Basic	Proficient	Distinguished
● *Little or no evidence of*	● *Some evidence of*	● *Evidence of the use of*	● *Strategic, comprehensive*

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*	*continuous improvement and innovation* ● *Some student information is used to guide decision-making* ● *Some quality indicators/accreditation standards guide district planning and practice*	*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*	*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: Teaching and Learning
The administrator ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators and Evidence

- Ensures the implementation of a coherent system of curriculum, instruction, and assessment that aligns with the district's shared vision, strategic direction, and goals; and, that the result is culturally responsive and embodies high expectations.
- Communicates high expectations for student learning and success that is accomplished by a data-informed approach that produces effective results.
- Ensures district/school curriculum, instruction and assessment processes and programs are research-based and innovative.
- Provides learning experiences and opportunities that lead all students to success at the next level.
- Engages stakeholders in the development and review of curriculum, instruction, and assessment processes and programs; and, ensures curricular and programmatic expectations are available for review.
- Monitors, evaluates, and supports the implementation of evidence-based instructional practices.
- Ensures a balanced approach to assessment.
- Builds capacity of teachers and principals to develop and implement curriculum and instruction with fidelity.

- *Evidence: District curricular and instructional program expectations have been superintendent and/or board approved, and are available for review.*
- *Evidence: Information on general instructional practices or an instructional framework is available for review.*
- *Evidence: District assessment and grading practices are superintendent and/or board approved, and available for review.*
- *Evidence: District or school improvement plans clearly articulate data-informed high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).*
- *Evidence: Superintendent reports, presentations, and student achievement data reflect that processes are in place to ensure curriculum and programs are developed using evidence-based and innovative practices.*

- **Evidence:** *Curriculum, instruction, and assessment procedures and programs are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead all students to success at the next level.*
- **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.*
- **Evidence:** *Superintendent reports and presentations, as well as district procedures and practices, reflect the teacher's use of high expectations and instructional best practices.*
- **Evidence:** *Formative and summative assessment is aligned and periodically reviewed and shared with board, superintendent, students, and parents.*
- **Evidence:** *Best practices are in place to minimize the amount of instructional time utilized for assessment.*
- **Evidence:** *Processes are in place to ensure curriculum is meeting learner needs in the 21st century.*
- **Evidence:** *Processes are in place to ensure consistent implementation of curriculum and instructional practices across grade levels and schools.*

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 and assessment practices have some consistency and some on-going 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 and assessment processes and practices are monitored for consistency*	• *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* • *Instructional and assessment processes are monitored for consistency and enhanced with best practices*

EFFECTIVE PRACTICE: Personnel Leadership
The administrator 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

- Ensures the necessary personnel have the capacity to achieve the district's shared vision, strategic direction, and goals.
- Implements human resource systems and processes that support the curriculum, instruction, and assessment needs of the district.
- Creates a comprehensive system of professional learning for all personnel directly involved with teaching and learning.

- *Evidence: Reports and presentations on curriculum, instruction, assessment and professional learning training align with the district's shared vision, strategic direction, and goals.*
- *Evidence: Curriculum development and assessment processes and timelines are available and communicated to the superintendent, board, and the community.*
- *Evidence: Evidence-based evaluation processes support the curriculum, instruction, and assessment needs of the district.*
- *Evidence: Personnel decisions are prioritized and deployed to ensure educational opportunities are maximized for all students.*
- *Evidence: School improvement plans delineate professional learning expectations and needs for improving student achievement and success*
- *Evidence: The administrator's professional learning plan aligns with district needs and priorities and demonstrates a commitment to life-long learning.*
- *Evidence: Formal processes for mentoring and coaching are in place to support teaching and 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-term and long-term personnel planning to support curriculum, instruction, or assessment needs of the district* ● *Little or no evidence of modeling life-long 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 to support curriculum, instruction, or assessment needs of the district* ● *Some evidence of participation in life-long 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 induction, development, evaluation, and retention of high-performing diverse staff is in place to support curriculum, instruction or assessment needs of the district* ● *Evidence of on-going modeling of life-long 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 induction, development, evaluation, and retention of high-performing diverse staff to support curriculum, instruction or assessment needs of the district is in place, reviewed, and monitored* ● *Models life-long learning by engaging and applying ongoing professional development*

EFFECTIVE PRACTICE: Systems Leadership and Management
The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

Indicators and Evidence

- Ensures business and financial planning processes, and timelines are in place to support and adopt curriculum, instruction, and assessment.
- Communicates expectations that align board and district vision with the use of physical, personnel, and financial resources of the district.
- Uses a systems approach that optimizes the use of facilities and equipment for instructional purposes, while maintaining a focus on clean, updated, safe, and secure facilities and equipment.
- Identifies and resolves issues, manages conflicts, and builds consensus about the use of physical, personnel, and financial resources.

- *Evidence: Documentation on budget and financial status demonstrate district policies, procedures, and practices are aligned with effective support for curriculum, instruction, and assessment.*
- *Evidence: Documentation of use of personnel and financial resources that prioritize student learning and student success and reflect an alignment with the district's shared vision, strategic direction, and goals.*
- *Evidence: District policies, procedures, and practices define processes for handling conflict, and routine communication keeps the superintendent informed of financial and operational issues and resolution of such issues.*

Unsatisfactory	Basic	Proficient	Distinguished
- *Business processes are out-of-date and not clearly linked to student*	- *Most business processes in place and using current best practices but not*	- *Business processes are in place using current best practices with a clear*	- *Business processes are in place using current best practices and are*

learning and success ● *Little evidence of building consensus, managing conflict, and resolving operational issues*	*clearly linked to student learning and success* ● *Manages operational issues with little or no conflict*	*priority on student learning and success* ● *Manages operational issues with little or no conflict and builds some consensus*	*organized and reported to clearly link with the priority of student learning and success* ● *Identifies and resolves operational issues, manages conflict, and builds consensus*

EFFECTIVE PRACTICE: Equity, Climate, and Culture

The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

- Co-creates a school system in which shared vision on equity and equitable practices are the norm.
- Develops curriculum, instruction, and assessment processes and programs that support the academic, physical, social, and emotional growth of all students.
- Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and all students.

- *Evidence: District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.*
- *Evidence: District curriculum, instruction, and assessment policies, procedures, practices and programs clearly support the academic, physical, social, and emotional growth of all students.*
- *Evidence: When interacting with the superintendent, board, staff, students, parents, and the community, the administrator uses oral and written communication strategies and problem solving strategies that convey a positive and responsive culture of high expectations.*

Unsatisfactory	Basic	Proficient	Distinguished
• *Little or 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: Leadership, Conduct, and Professional Growth
The administrator 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

- Leads with enthusiasm, fairness, dignity, and respect.
- Ensures consistent implementation of policy and practice.
- Models and articulates ethical behavior.
- Consistently holds self and others in the district accountable for demonstrating integrity and ethical behavior.
- Engages in professional learning and leadership opportunities that model continuous improvement needs of self and the organization.

- *Evidence: When communicating with the superintendent, board, staff, students, parents, and the community, the curriculum administrator conveys fairness, dignity, and respect with enthusiasm and positivity*
- *Evidence: District policies and procedures guide the decision-making process to be just, fair, and equitable.*
- *Evidence: When communicating with superintendent, board, staff, students, parents, and the community, the curriculum administrator uses communication strategies and problem-solving strategies to inform just, fair, and equitable decisions.*
- *Evidence: District policies and procedures are grounded in an ethical framework, and the curriculum administrator models and leads with integrity and ethical behavior.*
- *Evidence: District policies and procedures are grounded in an ethical framework, and the curriculum administrator holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.*
- *Evidence: The administrator's professional learning 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, enthusiasm, fairness, 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*

Executive Director/Director Evaluation

Executive Director/Director:

Date:

Evaluator:

EFFECTIVE PRACTICE: Shared Vision and Strategic Direction The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Board, Policy, and the Education System The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Collaboration with Families and Community The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: Continuous Improvement and Accountability The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			

EFFECTIVE PRACTICE: Teaching and Learning			
The administrator ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			

EFFECTIVE PRACTICE: Personnel Leadership			
The administrator 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: Systems Leadership and Management			
The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			

EFFECTIVE PRACTICE: Equity, Climate, and Culture			
The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			

EFFECTIVE PRACTICE: Leadership, Conduct, and Professional Growth			
The administrator 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:

Curriculum Administrator Signature: _____   Date: _____

Superintendent Signature: _____   Date: _____

Business Administrator Evaluation System

Board of Education Policy: 4030
AdvancED Standard: Leadership Capacity

4030
Evaluation of Certified Employees

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only.

The Ralston Public Schools shall provide procedures for the evaluation of staff. The evaluation shall serve as a basis for improvement of performance and continued employment in the Ralston School District. The procedures shall provide a source of information for sound decision-making as well as for counseling, for in-service training, and for continual growth of all employees. The procedures shall provide not only for the identification and improvement of staff skills and abilities that enhance the learning process, but also for the dismissal of those who do not meet the standards of the District.

The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., high school classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods, consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

Additional evaluations, both formal and informal, may be conducted as the administration deems appropriate.

This policy and the evaluation instrument shall be distributed to staff members upon their employment and annually thereafter.

Executive Director/Director Evaluation Process

Probationary administrators shall be observed and evaluated at least once each semester. Permanent or tenured administrators shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the administrator or at the discretion of the primary evaluator. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes. A formative evaluation will be completed in the middle of the year and a summative evaluation will be completed at the end of the year. Each administrator will complete an *Individual Professional Development Plan* annually. The *Individual Professional Development Plan* will include identifying one or two specific and measurable goals based on the effective practices, and then developing a plan to achieve the desired goal. An *unsatisfactory* rating in one of the effective practices will require an individual to be placed on a plan of assistance. All required documents will be shared with the administrator being evaluated and will be kept on file in the Office of the 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 framework. The evaluator will rate performance by category. The effective practices are intended to serve as guidance for the evaluee and evaluator in determining professional performance, growth, and points of emphasis. It should be understood that the evaluee 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.

- **Shared Vision and Strategic Direction**

  The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

- **Board, Policy, and the Education System**

  The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

- **Collaboration with Families and Community**

  The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

- **Continuous Improvement and Accountability**

  The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

- **Teaching and Learning**

  The administrator ensures proper resources for student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

- **Personnel Leadership**

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

- **Systems Leadership and Management**

  The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

- **Equity, Climate, and Culture**

  The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

- **Leadership, Conduct, and Professional Growth**

  The administrator 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: Shared Vision and Strategic Direction
The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

Indicators and Evidence

- Develops and implements financial planning and business processes that support the district's shared vision, strategic direction, and goals; and, guides the district into ensuring high expectations for student learning and success.
- Provides leadership to ensure that finances, resources, and business processes support the current and future needs of the district and school community.
- Engages the superintendent, board, and stakeholders within the district and school community in understanding the financial commitment necessary for implementing the district's shared vision, the strategic direction, and goals.

- *Evidence: Documentation of financial planning and business processes align with the district's shared vision, strategic direction, and goals which support high expectations of student learning and success.*
- *Evidence: Documentation of financial planning and budgetary development support the current and future needs of the district and school community.*
- *Evidence: Presentations and updates illustrate the relationship between the district's shared vision, strategic direction, and goals with the district budget and financial needs.*
- *Evidence: Community engagement processes are in place to ensure broad stakeholder input in budget planning and development.*

	Unsatisfactory	Basic	Proficient	Distinguished
	• *Alignment with shared vision and strategic direction are not documented* • *No evidence finances, resources or business processes support current and future needs* • *Stakeholders have no or limited engagement in the vision/direction of district finances or resources*	• *Alignment with vision or direction is documented* • *Some evidence finances, resources or business processes support current and future needs* • *Some evidence of stakeholder engagement in the vision/direction of district finances or resources*	• *Vision and direction are aligned and used to guide finances, resources and business processes* • *Evidence finances, resources and business processes support current and future needs* • *Evidence of engagement with stakeholders in development and implementation of vision/direction of district finances and resources*	• *Vision and direction are aligned and include measurable outcomes tied to district finances and resources* • *Evidence that district financial information is accessible to the public and are aligned with current and future needs of the district and school community* • *Evidence of processes in place to ensure routine engagement with stakeholders in development and implementation of vision/direction relative to district and school finances and resources*

EFFECTIVE PRACTICE: Board, Policy, and the Education System
The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

Indicators and Evidence

- Actively and continually fosters superintendent, board, and community relationships; and, keeps the superintendent and board informed on all financial aspects of the district.
- Proactively responds to district needs and policy priorities.
- Provides leadership in the development, implementation and review of fiscal and business policies, procedures, and practices.
- Stays current on, responds to, and advocates for state or federal fiscal policies, as needed to support the district's shared vision, strategic direction, and goals.
- Proactively and collaboratively works to influence local, district, state, and national policies impacting school finance.

- *Evidence: Board agendas and communication keep the superintendent and board members informed on all financial aspects of the district.*
- *Evidence: Processes are in place to solicit input from community and the board on budget planning, development, and approval.*
- *Evidence: Board agendas, reports, and communication are used to inform the superintendent, board and community on district financial needs and financial policy priorities.*
- *Evidence: Board fiscal policies, procedures, and practices are current, aligned with state and local policy, and keep the district in compliance with state and federal financial regulations.*
- *Evidence: Reports to superintendent, staff and board, reflect up-to-date information on state or federal financial policy, as needed.*
- *Evidence: Superintendent reports, 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 school finance.

Unsatisfactory	Basic	Proficient	Distinguished
• *Limited or inconsistent communication with superintendent, board members and staff* • *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 superintendent, board members, and staff* • *Policies are routinely updated* • *Uses some collaborative strategies at the local level*	• *Engages superintendent, board members, and staff 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 superintendent, board members, staff, and community 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: Collaboration with Community
The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

Indicators and Evidence

- Communicates regularly and openly with stakeholders in the community about district finances and business processes.
- Maintains a presence in the district/school community to understand its strengths and needs.
- Understands and is engaged with community needs, priorities, and resources.
- Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.

- *Evidence: Newsletters, newspaper articles, web articles, and other digital and social media incorporate school finance and business information.*
- *Evidence: Documentation of participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.*
- *Evidence: Financial reports, presentations, and updates reflect collaboration within the organization.*
- *Evidence: All business and financial aspects of strategic planning and school improvement planning are developed with collaborative input through engagement of 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, superintendent, 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 organizations*

EFFECTIVE PRACTICE: Continuous Improvement and Accountability
The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

Indicators and Evidence

- Systematically reviews, anticipates, and analyzes emerging financial and business trends and innovative strategies to continually improve all elements of the system.
- Makes informed recommendations to the superintendent and board and decisions are based on evidence and multiple data sources.
- Engages the community on staff and student needs, successes, and challenges on a regular basis.
- Aligns district processes with state and national indicators of quality, compliance, and accountability.
- Demonstrates a responsibility to accountability by modeling and ensuring everyone is held accountable for student success.

- *Evidence: Reports and presentations keep the superintendent and board informed of emerging trends and innovative strategies to continually improve all schools in the district.*
- *Evidence: Robust, comprehensive, and strategic improvement plans for the district and each school are aligned with comprehensive and current financial information.*
- *Evidence: Multiple data sources are used and clearly explained in reports and recommendations.*
- *Evidence: School or district reports routinely provide information regarding activities to engage the family and community on staff and student needs, successes, and challenges.*
- *Evidence: Board reports provide information on school and district accountability and compliance (NDE Rules 1, 2, 3, 8, 9, 10, 46, 51, 86, 87, 89, 91, and 92); and district policies, procedures, and practices align with state and national expectations of accreditation and accountability.*
- *Evidence: Board policies and procedures define a system of financial accountability, and reports or presentations keep the board and community informed about district and school 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* • *Some 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: Teaching and Learning

The administrator ensures proper resources for student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators and Evidence

- Ensures the allocation of resources to support a coherent system of curriculum, instruction, and assessment that aligns with the district's shared vision, strategic direction, and goals; and, that the result is culturally responsive and embodies high expectations.
- Communicates high expectations for student achievement that is accomplished by a data-informed approach that produces effective results.
- Ensures district/school curriculum and programs have the financial resources to provide learning experiences and opportunities that lead all students to success at the next level.

- *Evidence: Financial resources are allocated to support approved district curriculum and programs.*
- *Evidence: District or school improvement plans clearly articulate data-informed high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).*
- *Evidence: Reports, presentations, and student achievement data reflect that financial and business processes are in place to ensure programs, and opportunities lead all students to success at the next level.*

Unsatisfactory	Basic	Proficient	Distinguished
• *Little or no evidence of allocation of resources to support high expectations of student achievement* • *Little or no evidence of support for a data-informed approach or effective results* • *Little or no evidence of district/school curriculum or programs have the financial resources for student success*	• *Some evidence of allocation of resources to support high expectations of student achievement* • *Some evidence of support for a data-informed approach or effective results* • *Some evidence of district/school curriculum or programs have the financial resources for student success*	• *Evidence and documentation demonstrates an allocation of resources to support high expectations of student achievement* • *Evidence and documentation demonstrates support for a data-informed approach or effective results* • *Evidence and documentation demonstrates district/school curriculum or programs have the financial resources for student success*	• *Evidence, documentation, internal and external communication demonstrates an allocation of resources to support high expectations of student achievement* • *Evidence, documentation, internal and external communication demonstrates support for a data-informed approach or effective results* • *Evidence, documentation, internal and external communication demonstrates district/school curriculum or programs have the financial resources for student success*

EFFECTIVE PRACTICE: Personnel Leadership

The administrator 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

- Ensures the necessary personnel and financial resources are allocated to achieve the district's shared vision, strategic direction, and goals.
- Provides financial and business leadership to support human resource systems and processes that address:
  - ➢ recruitment, hiring, and induction;
  - ➢ evaluation and retention; and
  - ➢ short-term and long-term planning reflective of personnel needs.
- Creates a comprehensive system of professional learning for financial and business personnel.

- *Evidence: Reports, presentations and the district budget reinforce that personnel and financial systems are in place to achieve the district's shared vision, strategic direction, and goals.*
- *Evidence: Budget and hiring processes and timelines are available and communicated to the superintendent, board members and the community.*
- *Evidence: Reports, presentations, and personnel data reflect district fiscal policies and procedures are in place and consistently used to support recruitment, hiring and induction needs in the district.*
- *Evidence: Short-term and long-term plans are in place to support recruitment, development and retention of all personnel.*
- *Evidence: Financial short-term and long-term planning supports the immediate and future personnel needs of the district.*
- *Evidence: District financial and business policies, procedures, and practices support professional learning.*
- *Evidence: School improvement plans provide justification for professional learning investments for improving student achievement.*
- *Evidence: The administrator's professional learning 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 financial or business leadership to support human resource systems or processes* • *Little or no evidence of modeling life-long learning*	• *Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction* • *Some evidence of financial or business leadership to support human resource systems or processes* • *Some evidence of participation in life-long learning activities*	• *Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction* • *Financial support for human resources systems or processes that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place* • *Evidence of on-going modeling of life-long learning*	• *Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction* • *Financial and business processes are in place, reviewed and monitored to support of human resources systems and processes that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff* • *Models life-long learning by engaging and applying ongoing professional development*

EFFECTIVE PRACTICE: Systems Leadership and Management
The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

Indicators and Evidence

- Ensures business processes, timelines, and systems are in place for budgeting and financial planning.
- Communicates expectations that align board and district vision with the use of physical, personnel, and financial resources of the district.
- Uses a systems approach that optimizes the use of personnel, equipment, facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.
- Identifies and resolves issues, manages conflicts, and builds consensus regarding utilization of effective business processes, and the use of physical, personnel, and financial resources.

- *Evidence: Superintendent and board reports on budget and financial status demonstrate district policies, procedures, and practices align with effective use of business processes and systems in all aspects of the district's finances.*
- *Evidence: Reports and presentations on use of physical, personnel, and financial resources prioritize student learning and student success and reflect an alignment with the district's shared vision, strategic direction, and goals.*
- *Evidence: Short-term and long-term plans for personnel needs related to equipment, facilities and transportation are available and routinely updated.*
- *Evidence: Equipment, facilities, grounds and vehicles are well-maintained, clean, updated, safe, and secure.*
- *Evidence: Schools and classrooms are inviting, engaging and student-centered.*
- *Evidence: District policies, procedures, and practices define processes for handling conflict, and routine communication keeps the superintendent informed of financial and operational issues and resolution of such issues.*

Unsatisfactory	Basic	Proficient	Distinguished
• *Business and financial processes are out-of-date and not clearly linked to student learning and success* • *Facilities and equipment are not up-to-date, clean, safe, and secure* • *Little evidence of building consensus, managing conflict, and resolving operational issues*	• *Most business and financial processes are in place and using current best practices but not clearly linked to student learning and success* • *Some evidence of facility and equipment planning* • *Manages operational issues with little or no conflict*	• *Business and financial 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 and financial processes, timelines, and systems 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: Equity, Climate, and Culture
The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

- Co-creates a school system in which shared vision on equity and equitable practices are the norm.
- Ensures financial and business processes support the academic, physical, social, and emotional growth of all students.
- Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and all students.

- *Evidence: Models and reinforces district practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.*
- *Evidence: District financial and business policies, procedures, and practices clearly support the academic, physical, social, and emotional growth of all students.*
- *Evidence: When interacting with the superintendent, board, staff, students, parents, and the community, the administrator uses oral and written communication strategies and problem solving strategies that convey a positive and responsive culture of high expectations.*

Unsatisfactory	Basic	Proficient	Distinguished
• *Little or 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: Leadership, Conduct, and Professional Growth
The administrator 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

- Leads with enthusiasm, fairness, dignity, and respect.
- Ensures consistent implementation of policy and practice.
- Models and articulates ethical behavior.
- Consistently holds self and others in the district accountable for demonstrating integrity and ethical behavior.
- Engages in professional learning and leadership opportunities that model continuous improvement needs of self and the organization.

- *Evidence: When communicating with the superintendent, board, staff, students, parents, and the community, the administrator conveys fairness, dignity, and respect with enthusiasm and positivity*
- *Evidence: District policies and procedures guide the decision-making process to be just, fair, and equitable.*
- *Evidence: When communicating with board, staff, students, parents, and the community, the administrator uses communication strategies and problem-solving strategies to inform just, fair, and equitable decisions.*
- *Evidence: District policies and procedures are grounded in an ethical framework, and the administrator models and leads with integrity and ethical behavior.*
- *Evidence: District policies and procedures are grounded in an ethical framework, and the administrator holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.*
- *Evidence: The administrator's professional learning plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.*

Ralston PUBLIC SCHOOLS

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, enthusiasm, fairness, 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*

Executive Director/Director Evaluation

Executive Director/Director:

Date:

Evaluator:

EFFECTIVE PRACTICE: Shared Vision and Strategic Direction The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Board, Policy, and the Education System The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Collaboration with Families and Community The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: Continuous Improvement and Accountability The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.			
Unsatisfactory	Basic	Proficient	Distinguished

Narrative:			
EFFECTIVE PRACTICE: Teaching and Learning ~~The administrator ensures proper resources for student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.~~			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Personnel Leadership ~~The administrator 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: Systems Leadership and Management The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: Equity, Climate, and Culture The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Leadership, Conduct, and Professional Growth The administrator 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:			

Business Administrator Signature: _____ Date: _____

Superintendent Signature: _____ Date: _____

Human Resources Administrator Evaluation System

Board of Education Policy: 4030

AdvancED Standard: Leadership Capacity

4030
Evaluation of Certified Employees

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only.

The Ralston Public Schools shall provide procedures for the evaluation of staff. The evaluation shall serve as a basis for improvement of performance and continued employment in the Ralston School District. The procedures shall provide a source of information for sound decision-making as well as for counseling, for in-service training, and for continual growth of all employees. The procedures shall provide not only for the identification and improvement of staff skills and abilities that enhance the learning process, but also for the dismissal of those who do not meet the standards of the District.

The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., high school classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods, consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

Additional evaluations, both formal and informal, may be conducted as the administration deems appropriate.

This policy and the evaluation instrument shall be distributed to staff members upon their employment and annually thereafter.

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

Executive Director/Director Evaluation Process

Probationary administrators shall be observed and evaluated at least once each semester. Permanent or tenured administrators shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the administrator or at the discretion of the primary evaluator. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes. A formative evaluation will be completed in the middle of the year and a summative evaluation will be completed at the end of the year. Each administrator will complete an *Individual Professional Development Plan* annually. The *Individual Professional Development Plan* will include identifying one or two specific and measurable goals based on the effective practices, and then developing a plan to achieve the desired goal. An *unsatisfactory* rating in one of the effective practices will require an individual to be placed on a plan of assistance. All required documents will be shared with the administrator being evaluated and will be kept on file in the Office of the 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 framework. The evaluator will rate performance by category. The effective practices are intended to serve as guidance for the evaluee and evaluator in determining professional performance, growth, and points of emphasis. It should be understood that the evaluee 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.

- **Shared Vision and Strategic Direction**

  The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

- **Board, Policy, and the Education System**

  The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

- **Collaboration with Families and Community**

  The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

- **Continuous Improvement and Accountability**

  The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

- **Teaching and Learning**

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

- **Personnel Leadership**

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

- **Systems Leadership and Management**

  The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

- **Equity, Climate, and Culture**

  The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

- **Leadership, Conduct, and Professional Growth**

  The administrator 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: Shared Vision and Strategic Direction
The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

Indicators and Evidence

- Develops and implements human resource systems that support the district's shared vision, strategic direction, and goals and guides the district into ensuring high expectations for student learning and success.
- Provides leadership to ensure personnel processes support the current and future needs of the district and school community.
- Engages the superintendent, board, and stakeholders within the district and school community in understanding the human resource needs for implementing the district's shared vision, strategic direction, and goals.
- Continually models and reinforces commitment to the district's shared vision, strategic direction and goals throughout all personnel processes.

- *Evidence: Documentation, including human resources accomplishments and outcomes align with the district's shared vision, strategic direction, and goals which support high expectations of student learning and success.*
- *Evidence: Documentation of human resources processes and planning support the current and future needs of the district and school community.*
- *Evidence: Board, staff, and community presentations and updates illustrate the relationship between the district's shared vision, strategic direction, goals and personnel needs.*
- *Evidence: Human resource recruitment, hiring, orientation, and evaluation processes and materials reinforce the district's shared vision, strategic direction, and goals.*

2d. Unsatisfactory	2e. Basic	2f. Proficient	2g. Distinguished
• *Alignment with shared vision and strategic direction are not documented* • *No evidence personnel processes support current and future needs* • *Stakeholders have no or limited engagement in the vision/direction* • *No evidence of modeling or reinforcing district's vision or direction*	• *Alignment with vision or direction is documented* • *Some evidence personnel processes support current and future needs* • *Some evidence of stakeholder engagement* • *Some evidence of modeling or reinforcing district's vision/direction*	• *Vision and direction are aligned and used to guide human resource processes* • *Evidence personnel processes support current and future needs* • *Evidence of engagement with constituents in the development of vision/direction* • *Evidence of modeling or reinforcing district's vision/direction in personnel processes*	• *Vision and direction are aligned and include measurable outcomes tied to human resource processes* • *Evidence that human resource processes are transparent and clearly aligned with current and future needs* • *Evidence of engagement with key stakeholders and constituents in the implementation of vision/direction* • *Evidence of modeling and reinforcing district's vision/direction in all human resource processes*

EFFECTIVE PRACTICE: Board, Policy, and the Education System
The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

Indicators and Evidence

- Actively and continually fosters superintendent and board relationships, and keeps the superintendent and board informed and engaged in personnel matters as needed.
- Proactively responds to district needs and policy priorities.
- Provides leadership in the development, implementation, and review of personnel policies, procedures and practices.
- Stays current on, responds to, and advocates for state or federal personnel policies, as needed to support the district's shared vision, strategic direction, and goals.
- Proactively and collaboratively works to influence local, district, state, and national policies impacting human resource issues and needs.

- *Evidence: Board agendas and communication keep the superintendent and board members informed on all human resource aspects of the district.*
- *Evidence: Processes are in place to solicit input from superintendent, board, and community on personnel processes.*
- *Evidence: Board agendas, reports, and communication are used to inform the superintendent, board and community on district personnel needs and priorities.*
- *Evidence: Board personnel policies, procedures, and practices are current, aligned with state and local policy, and keep the district in compliance with state and federal labor and employment regulations.*
- *Evidence: Reports to board members, superintendent and staff, reflect up-to-date information on state or federal labor and employment policies, as needed.*
- *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 labor, employment and personnel.*

3d. Unsatisfactory	3e. Basic	3f. Proficient	3g. Distinguished
• *Limited or inconsistent communication with superintendent, board members and staff* • *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 superintendent, board members, and staff* • *Policies are routinely updated* • *Uses some collaborative strategies at the local level*	• *Engages superintendent, board members, and staff 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 superintendent, board members, staff, and community 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: Collaboration with Families and Community

The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

Indicators and Evidence

- Communicates regularly and openly with families and stakeholders in the community about district personnel strengths and needs.
- Maintains a presence in the district and school community to understand its strengths and needs.
- Understands and is engaged with community needs, priorities, and resources.
- Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.

1. *Evidence: Newsletters, newspaper articles, web articles, and other media, incorporate human resources information or needs.*
2. *Evidence: Participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.*
3. *Evidence: Community surveys, data on community needs, and community engagement plan incorporate human resource information or needs.*
4. *Evidence: Personnel reports, presentations, and updates reflect collaboration within organization.*
5. *Evidence: Human resource activities and professional development reinforce collaboration between administrators and teachers.*
6. *Evidence: All human resource aspects of strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community.*
7. *Evidence: Open houses, family nights, parent-teacher conferences, and individualized educational planning involve collaboration between administrators, teachers, families, and the community.*
8. *Evidence: School climate surveys include input from students, teachers, parents, and the community, and results are shared internally and externally.*

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, superintendent, 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 organizations*

EFFECTIVE PRACTICE: Continuous Improvement and Accountability
The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

Indicators and Evidence

- Systematically reviews, anticipates, and analyzes emerging human resource trends and innovative strategies to continually improve all elements of the system.
- Maintains comprehensive and current information about district personnel and district effectiveness.
- Makes informed recommendations to the superintendent, and decisions are based on evidence and multiple data sources.
- Engages families and communities on staff and student needs, successes, and challenges on a regular basis.
- Aligns district processes with state and national indicators of quality, accreditation, and accountability.
- Demonstrates a responsibility to accountability by modeling and ensuring everyone is held accountable for student success.

- *Evidence: Reports and presentations keep the superintendent, board and staff informed of emerging human resources trends and innovative strategies to continually improve all schools in the district.*
- *Evidence: Robust, comprehensive and strategic improvement plans for the district and each school are based on comprehensive and current personnel information.*
- *Evidence: Multiple data sources are used and clearly explained in reports and recommendations.*
- *Evidence: Administrative and board reports routinely provide information regarding activities to engage the family and community on staff and student needs, successes, and challenges.*
- *Evidence: Board reports provide information on school and district accountability and accreditation (NDE Rules 2, 6, 10, 11, 15, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 59, and 91); and district policies, procedures, and practice align with state and national expectations of accreditation and accountability.*
- *Evidence: Board policies and procedures define a system of accountability, and reports or presentations keep the superintendent, board, and community informed about district and school 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* • *Some 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: Teaching and Learning
The administrator ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators and Evidence

- Ensures district and school personnel provide a coherent system of curriculum, instruction, and assessment that aligns with the district's shared vision is culturally responsive and embodies high expectations.
- Communicates high expectations for student achievement that is accomplished by a data-informed approach that produces effective results.
- Implements robust evaluation processes to ensure district and school personnel implement curriculum and programs that are evidence-based, innovative, and provide learning experiences and opportunities that lead all students to success at the next level.
- Evaluation processes ensures curricular and instructional expectations are implemented with fidelity.
- Incorporates and supports the implementation of evidence-based, instructional practices through professional learning and evaluation processes.

- *Evidence: Human resources are allocated to support approved curriculum and programs.*
- *Evidence: District or school improvement plans clearly articulate data-informed high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).*
- *Evidence: District or school improvement plans clearly articulate data-informed high expectations that are incorporated into the evaluation of teachers and administrators.*
- *Evidence: Evaluation processes ensure fidelity to evidence-based and innovative practices in curriculum, instruction, and assessment.*
- *Evidence: District curriculum and program expectations are clearly defined for all instructional programs.*
- *Evidence: Personnel practices, procedures and professional learning incorporate the teacher's use of high expectations and instructional best practices.*

Unsatisfactory	Basic	Proficient	Distinguished
● *Little or no evidence personnel provide a coherent system of curriculum, instruction and assessment aligned to district vision/direction* ● *Little or no evidence personnel set high expectations for student achievement through a data-informed process.* ● *Little or no evidence of robust evaluation process to ensure fidelity to curriculum, instruction or assessment* ● *Little or no evidence of professional development in evidence-based instructional practices*	● *Some evidence personnel provide a coherent system of curriculum, instruction and assessment aligned to district vision/direction* ● *Some evidence personnel set high expectations for student achievement through a data-informed process* ● *Some evidence of robust evaluation process to ensure fidelity to curriculum, instruction or assessment* ● *Some evidence of professional development in evidence-based instructional practices*	● *Evidence that personnel provide a coherent system of curriculum, instruction and assessment aligned to district vision/direction* ● *Evidence that personnel set high expectations for student achievement through a data-informed process* ● *Evidence of robust evaluation process to ensure fidelity to curriculum, instruction or assessment* ● *Evidence of professional development in evidence-based instructional practices*	● *Evidence that personnel provide a coherent system of curriculum, instruction and assessment embodies high expectations, is culturally responsive, and aligned to district vision/direction* ● *Evidence that personnel set and consistently communicates high expectations for student achievement through data-informed process* ● *Evidence of robust evaluation process to ensure fidelity to curriculum, instruction or assessment is evidence based and innovative* ● *Evidence of professional development in evidence-based and innovative instructional practices*

EFFECTIVE PRACTICE: Personnel Leadership
The administrator 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

- Ensures the necessary personnel and financial resources are allocated to achieve the district's shared vision, strategic direction, and goals.
- Implements human resource systems and processes that address:
  - ➢ recruitment, hiring, and induction;
  - ➢ evaluation and retention; and
  - ➢ short-term and long-term planning reflective of personnel needs.
- Creates a comprehensive system of professional learning for all personnel.

- *Evidence: Reports, presentations, and the district budget reinforce that personnel and financial systems are in place to achieve the district's shared vision, strategic direction, and goals.*
- *Evidence: Budget and hiring processes and timelines are available and communicated to the superintendent, board members, and the community.*
- *Evidence: Communication processes inform the superintendent, board, and community regarding recruitment and employment opportunities within the school district.*
- *Evidence: District procedures are in place and available for review by the superintendent, board, and the community regarding the evaluation process of all personnel.*
- *Evidence: Strategies for recognition and positive reinforcement of all personnel are used to support retention.*
- *Evidence: Board reports, presentations, and personnel data reflect district policies and procedures are in place and consistently used to support personnel needs in the district.*
- *Evidence: Short-term and long-term plans are in place to support recruitment, development, and retention of all personnel.*
- *Evidence: District policies, procedures, and practice define professional learning expectations.*
- *Evidence: School improvement plans delineate professional learning expectations and needs for improving student achievement.*
- *Evidence: The administrator's professional learning 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/direction* ● *Little or no evidence of short or long-term personnel planning* ● *Little or no evidence of modeling life-long learning*	● *Some evidence of alignment of personnel and financial resource allocation to achieve district vision/direction* ● *Some evidence of short-term and long-term personnel planning* ● *Some evidence of participation in life-long learning activities*	● *Evidence of alignment of human resource and financial systems to achieve district vision/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 on-going modeling of life-long 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 all aspects of recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored* ● *Models life-long learning by engaging and applying ongoing professional development*

EFFECTIVE PRACTICE: Systems Leadership and Management
The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

<u>**Indicators and Evidence**</u>

- Ensures financial and business processes, timelines, and systems are in place for human resource needs.
- Communicates expectations that align board and district vision with the use of physical, personnel, and financial resources of the district.
- Uses a systems approach that optimizes the use of personnel, equipment, facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.
- Identifies and resolves issues, manages conflicts, and builds consensus about the use of physical, personnel, and financial resources.

- *Evidence: Superintendent and 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 human resource system.*
- *Evidence: Reports and presentations on use of physical, personnel, and financial resources prioritize student learning and student success and reflect an alignment with the district's shared vision, strategic direction, and goals.*
- *Evidence: Short-term and long-term plans for personnel needs related to equipment, facilities and transportation are available and routinely updated.*
- *Evidence: Facilities are clean, updated, safe, and secure.*
- *Evidence: Equipment, facilities, grounds and vehicles are well-maintained, clean, and safe.*
- *Evidence: Schools and classrooms are inviting, engaging and student-centered.*
- *Evidence: District policies, procedures, and practices define processes for handling conflict, and routine communication keeps the superintendent informed of operational issues and resolution of such issues.*

Unsatisfactory	Basic	Proficient	Distinguished
● *Business processes are out-of-date and not clearly linked to student learning and success* ● *Facilities and equipment are not up-to-date, clean, safe, and secure* ● *Little evidence of building consensus, managing conflict, and resolving operational issues*	● *Most business processes are in place and using current best practices but not clearly linked to student learning and success* ● *Some evidence of facility and equipment planning* ● *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: Equity, Climate, and Culture
The administrator ensures, implements, and monitors processes, services, and programs that
support district core values, beliefs, and priorities to ensure equity and enhance the academic,
physical, social, and emotional growth of all students.

Indicators and Evidence

- Co-creates a school system in which shared vision on equity and equitable practices are the norm.
- Develops personnel processes and programs that support the academic, physical, social, and emotional growth of all students.
- Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and all students.

- *Evidence: District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.*
- *Evidence: District personnel policies, procedures, practices, and programs clearly support the academic, physical, social, and emotional growth of all students.*
- *Evidence: When interacting with the superintendent, board, staff, students, parents, and the community, the administrator uses oral and written communication strategies and problem-solving strategies that convey a positive and responsive culture of high expectations.*

Unsatisfactory	Basic	Proficient	Distinguished
● *Little or 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: Leadership, Conduct, and Professional Growth
The administrator 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

- Leads with dignity and respect.
- Ensures consistent implementation of policy and practice.
- Models and articulates ethical behavior.
- Consistently holds self and others in the district accountable for demonstrating integrity and ethical behavior.
- Engages in professional learning and leadership opportunities that model continuous improvement needs of self and the organization.

- *Evidence: When communicating with the superintendent, board, staff, students, parents, and the community, the administrator uses communication strategies and problem-solving strategies to convey dignity and respect.*
- *Evidence: District policies and procedures guide the decision-making process to be just, fair, and equitable.*
- *Evidence: When communicating with board, staff, students, parents, and the community, the administrator uses communication strategies and problem-solving strategies to inform just, fair, and equitable decisions.*
- *Evidence: District policies and procedures are grounded in an ethical framework, and the administrator models and leads with integrity and ethical behavior.*
- *Evidence: District policies and procedures are grounded in an ethical framework, and the administrator holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.*
- *Evidence: The administrator'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, enthusiasm, fairness, 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*

Executive Director/Director Evaluation

Executive Director/Director:

Date:

Evaluator:

EFFECTIVE PRACTICE: Shared Vision and Strategic Direction
The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

Unsatisfactory	Basic	Proficient	Distinguished

Narrative:

EFFECTIVE PRACTICE: Board, Policy, and the Education System
The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

Unsatisfactory	Basic	Proficient	Distinguished

Narrative:

EFFECTIVE PRACTICE: Collaboration with Families and Community
The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

Unsatisfactory	Basic	Proficient	Distinguished

Narrative (required for basic and unsatisfactory ratings):

EFFECTIVE PRACTICE: Continuous Improvement and Accountability
The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

Unsatisfactory	Basic	Proficient	Distinguished

Narrative:			
EFFECTIVE PRACTICE: Teaching and Learning The administrator ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Personnel Leadership The administrator 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: Systems Leadership and Management The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: Equity, Climate, and Culture The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Leadership, Conduct, and Professional Growth The administrator 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:			

Business Administrator Signature: _____ Date: _____

Signature Signature: _____ Date: _____

RAVE

M O B I L E S A F E T Y

SCHOOL SAFETY SOLUTIONS

Ralston
PUBLIC SCHOOLS

PROPOSAL FOR:

RALSTON PUBLIC SCHOOLS

Account Executive: Kyle Frey
508-532-8935 | kfrey@ravemobilesafety.com
Date submitted: 7/8/2019 / Price quote expires: 8/30/2019

ABOUT RAVE MOBILE SAFETY

Rave Mobile Safety provides the leading critical communication and data platform trusted to help save lives.

Rave connects millions to those trusted to protect them, by providing innovative solutions to prepare better, respond faster, and communicate more effectively during emergencies.

SAFETY ACT CERTIFIED BY THE DEPARTMENT OF HOMELAND SECURITY

CERTIFIED SAFETY ACT   DESIGNATED SAFETY ACT

RAVE SCHOOL SAFETY SOLUTIONS
Early Intervention and Mobile Incident Response App
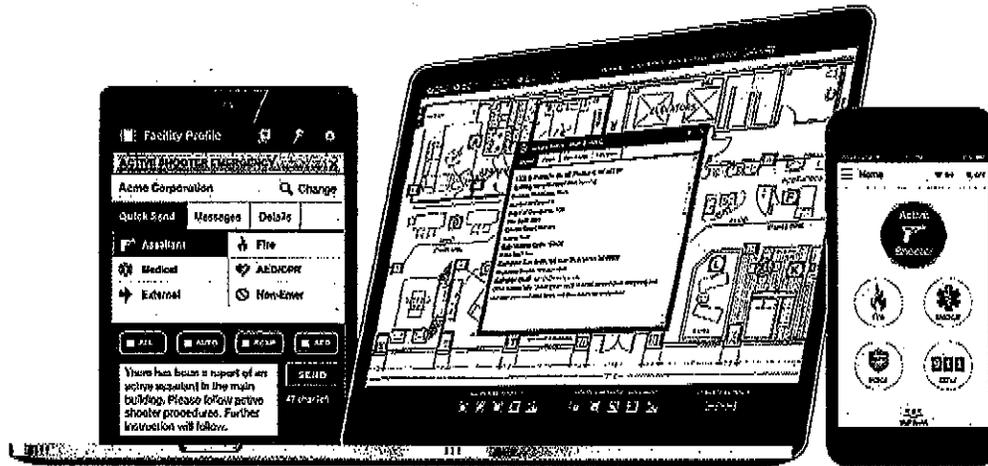
In the aftermath of the tragedy at Sandy Hook Elementary in Newtown, Connecticut, the Connecticut State Police put together an After Action Report (AAR) detailing the incident, and the issues that could be addressed to better respond to emergencies that take place in a school. One of the most striking pieces of information from the Sandy Hook AAR was how quickly the event unfolded.

In just six minutes, a lone gunman took the lives of twenty-six people.

This falls in line with the FBI Study of Active Shooter Incidents in the United States between 2000 and 2013, which found that 69.8% of active shooter incidents end within five minutes, with more than 50% of those incidents concluding in less than two minutes.

Before the Parkland, Florida shooting, the FBI received at least two separate tips about the shooter and local police responded to the shooter's home 39 different times. Often, community members are acutely aware of erratic and suspicious behavior, but don't always have an easy way to share this information with authorities and school administrators.

Rave K-12 Solutions enables early intervention with anonymous tip submissions and faster emergency response with a mobile panic button app. Rave Panic Button clearly communicates an emergency to 9-1-1, on-site personnel, and first responders in seconds. Rave Panic Button shortens response times, reduces confusion, and improves safety for all those in the immediate area by providing immediate information during the first seconds of an event.

- **Help Avert Dangerous Situations** with Confidential or Anonymous Tip Texting

- **Notify Staff and 9-1-1** with a Single Touch

- **Get Responders on Scene** Faster and Better-Informed

RAVE
MOBILE SAFETY

SCHOOL SAFETY STANDARD

MOBILE APP TO NOTIFY 9-1-1 AND STAFF

An organization member can activate the Rave Panic Button app by pushing one of the five emergency buttons to instantly call 9-1-1 and deliver a preset notification to all necessary personnel.

- **Rave Panic Button Mobile App:** Has active shooter, police, fire, medical and other emergency buttons for day-to-day and large scale emergencies.

- **Direct Dial to 9-1-1:** Only solution fully integrated with 9-1-1 for fast and well-coordinated response to any school emergency.

- **Intelligent Notifications:** SMS, email, push notifications with incident type and location to help initiate lockdowns, evacuations, or other emergency responses.

- **Automated First Responder Notifications:** Alert designated first responders via text, email, and push notifications.
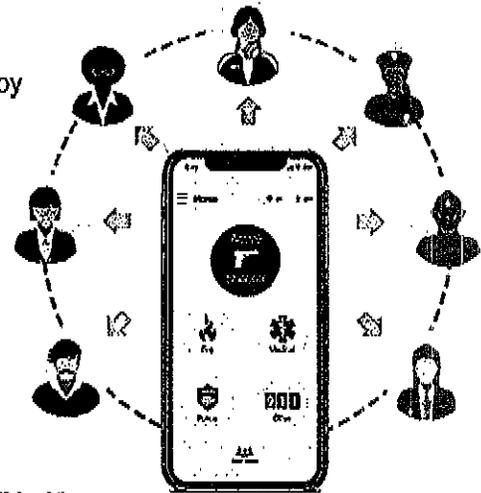
INCIDENT COMMAND AND RESPONSE

With Rave Command View, Rave Panic Button administrators have complete visibility into every Rave Panic Button activation as well as the ability to send real-time messages to app users.

- **Web-based Incident Command Dashboard (1 License):** Administrators can manage on-going incidents from anywhere with real-time messages to staff and personnel by sending and receiving accurate updates during the course of an event.

- **Quicksend Messages to App Users:** Administrators can message all app users to provide real-time updates as an incident unfolds.

INTERNAL STAFF ALERTING

Empower your staff to communicate in every situation through Staff Assist.

- **Staff Assist Internal Messaging:** Within Rave Panic Button, employees can send messages to designated groups through pre-determined templates and free-form messages.

UNPARALLELED CUSTOMER SUPPORT & TRAINING

With Rave, you get more than a phone number. You get 24-7-365 access to live technical support provided by Rave employees. Your team always has access to Rave product professionals for advice or general questions. We also provide a self-service portal, on-going live training webinars, marketing resources, and collaborative sessions.

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SCOPE OF SERVICES

A summary of the components of Rave Panic Button being delivered and the services involved in a deployment follows.

RAVE PANIC BUTTON COMPONENTS

- **Facility Profile Management Portal:** Hosted, secure website enabling administrators to register and maintain their facility profile data, including campus / building details, authorized Panic Button users, and notification settings

- **Smartphone Application:** Rave Panic Button smartphone application on the iOS and Android platforms for the contracted number of users

- **Automated & User-Generated Emergency Notifications:** Unlimited delivery and receipt of automated and 9-1-1 / administrator-generated emergency notifications to all authorized users, independent of Rave Panic Button app installation

- **Web-based Incident Command Dashboard:** Designated number of licenses to access web-based dashboard to view every panic button activation and the ability to message Rave Panic Button users in real-time.

- **Marketing Support:** Promote your school safety solutions and drive participation with Rave's marketing templates for flyers, web graphics, posters and more.

- **Training and Support** including Rave Academy, On-boarding webinars, help desk resources and 24x7 phone and email technical support. Support package detailed later in proposal.

EATON COUNTY PUBLIC SCHOOL USES RAVE PANIC BUTTON TO RAPIDLY RESPOND TO WEAPON ON CAMPUS

In Eaton County, Michigan, a student was spotted wandering a school campus after a classmate reported that he had a weapon. Using Rave Panic Button, the school immediately called 9-1-1, sent notifications to staff and then went into lockdown mode in under three minutes. This fast action kept everyone safe as the student was apprehended by police.

> *"It was remarkable how quick the response was with Rave Panic Button. Not only was the school able to immediately go into lockdown, but 9-1-1 and first responders could easily get all the information needed for a speedy response."*
>
> ROBERT STAHELIN,
> 9-1-1 SUPERVISOR

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RAVE PRICING

(SOFTWARE COSTS & PROFESSIONAL FEES – IF SIGNED BEFORE 9/30/2019)

FEATURES	SCHOOL SAFETY PRO
PANIC BUTTON MOBILE APP WITH DIRECT DIAL TO 9-1-1	✓
INTELLIGENT SMS, EMAIL, PUSH NOTIFICATIONS	✓
FACILITY PLAN DATABASE	✓
STAFF ASSIST INTERNAL MESSAGING	✓
AUTOMATED FIRST RESPONDER NOTIFICATIONS	✓
SELF-SERVE USER MANAGEMENT CONSOLE	✓
WEB-BASED INCIDENT COMMAND DASHBOARD (ONE RCV LICENSE)	✓
QUICKSEND MESSAGES TO APP USERS	✓
24/7/365 SUPPORT HOTLINE	✓
PRODUCT UTILIZATION BEST PRACTICES AND COACHING RESOURCES	✓
ON-DEMAND, SELF-PACED TRAINING	✓
TWO-WAY TEXT TO TIP (2 KEYWORDS)	✓
TWO-WAY TEXT TO TIP COMMUNICATION DASHBOARD	✓
WEB-BASED INCIDENT COMMAND DASHBOARD	(2 RCV LICENSE)
ANNUAL LICENSE FOR 8 SCHOOLS	$14,400
2 RAVE COMMAND VIEW LICENSES	INCLUDED
ONE TIME SETUP FEE	$2,500

All pricing and discounts based on a 3-year agreement. Prices above do not include tax—if applicable, which will be calculated at purchase. Pre-payment discounts available.

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MOBILE SAFETY

SAFETY ACT CERTIFIED BY THE DEPARTMENT OF HOMELAND SECURITY

RAVE MOBILE SAFETY GSA APPROVED

***Rave Panic Button One-Time Set-up: $2,500**

- **Welcome and milestone emails** to help you stay on task and complete set up
- **In-product help** complete with progress checklists
- **Rave Academy** video-based, self-paced learning track
- **On-boarding webinar** with live Q&A every other week
- **Resources landing page** with Help Desk resources
- **Provide remote access support** as needed for new feature deployments
- **Provide 24x7 phone and email technical support** as well as 8x5 phone and email support for non-critical support questions
- **Premium Kick-Off and Consulting** via 1 hour setup call (remote), 1 hour follow-up consulting (remote)
    - Overview of Rave Panic Button deployment process
    - Help architecting your solution based on the size & complexity of your organization
    - Walk-through of Rave Facility and help creating your first building and setting up your first app user
    - Overview of Rave Panic Button app configuration
    - How to delegate administrative access

"The time Rave Panic Button has saved over the last few years is priceless."

CAPTAIN RICK FRANCIS,
SCHOOL SAFETY DIRECTOR, SEMINOLE
COUNTY SHERIFF'S OFFICE

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CLIENT RESPONSIBILITIES

For maximum success, Rave Mobile Safety recommends each client maintains their environment and conducts awareness and training for authorized users, staff and other emergency response partners to ensure proper functioning of Rave Panic Button.

The following outlines expected activities to be performed in support of Rave Panic Button deployment:

- **Project management** and executive support to coordinate the deployment of Rave Panic Button

- **Initial facility data entry and ongoing maintenance** to ensure that activations of Rave Panic Button app and other calls to 9-1-1 are appropriately recognized as originating from a covered location, as well as to deliver emergency notifications to the correct individuals / groups.

- **Integration of Rave Panic Button functionality** into the applicable site-specific emergency response procedure(s) and best practices as well as any training required to ensure proper implementation of those procedures

- **Training for employees** through the use of the training materials provided by Rave

- **Regular exercising of emergency response** incorporating Rave Panic Button and in coordination with the local 9-1-1 center, police, fire and emergency medical services agencies

DR. TIMOTHY EAGEN, SUPERINTENDENT
KINGS PARK, NY SCHOOL DISTRICT

"The value of Rave Panic Button is that you're not only notifying 9-1-1 about an emergency. You're also alerting your staff and key people in the building about what's going on. That's the most critical improvement that the product brings, especially as a superintendent. I'm confident that even if I'm not in my office, if there's an issue I'm going to know about it."

RAVE
MOBILE SAFETY

LICENSE & SERVICES ORDER FORM ("ORDER FORM")

CLIENT INFORMATION:

CLIENT NAME ("CLIENT"):	Ralston Public Schools
ADDRESS:	8545 Park Drive
	Ralston, NE 68127
CONTACT NAME/TITLE:	Jason Buckingham / Director of Fiscal Affairs
PHONE:	+1 (402) 331-4700
EMAIL:	jason_buckingham@ralstonschools.org

INITIAL LICENSE TERM:	November 1, 2019 through October 31, 2022

FEES INFORMATION:

ANNUAL LICENSE FEES:

Product Description	Unit	Qty	Annual License Fee
Rave Panic Button	Schools	8.00	$10,400.00

Annual License Fee(s):	$10,400.00

PROFESSIONAL SERVICES FEES:

One-Time Service Description	One-Time Fee
Rave Panic Button Setup	$2,000.00

Total Set-Up Fee(s):	$2,000.00

TOTAL FEES:

	# of Years	Cost Per year	Total Contract
Annual Fees:	3	$10,400.00	$31,200.00
One-Time Fees (Set Up & Integration):			$2,000.00
Total Fees			$33,200.00

Fees Payable Net 30:	$12,400.00

DESIGNATED INSTITUTIONS:

Ralston High School
Ralston Middle School
Bloomfield Elementary School
Karen Western Elementary School
Meadows Elementary School
Mockingbird Elementary School
Seymour Elementary School
Wildewood Elementary School
Administrative Buildings

STANDARD CONDITIONS:

Dear Ralston School Board,

I am Kathy Lee Kolle and I am a junior at Ralston High school. I am writing you this letter to request early graduation for the spring of 2020. I have a 17 month old son who I need to support. Therefore, I feel that this opportunity will help me meet that goal. The sooner I get to college, the earlier I get into the workforce.

My career goals are to be in the Federal Bureau of Investigation (FBI) as a psychology specialist or special agent. I plan on majoring in psychology with a minor in criminology and sociology. I would like to enroll in the military. I would like to be in the Military Police Force. This will help me get stable housing, daycare, and my military training for the FBI. For me, stable housing and having a secure job is very important due to the fact that my son and I are currently in the foster care system. We are in our ninth foster care placement. Also throughout my life I've frequently had to move around a lot and I don't want that for my son. Getting out of high school and getting into the workforce, getting my degrees and stability for my son is my main priority.

Thank you for your consideration,
Kathy Kolle

To whom it may concern,

I am writing this letter to Ralston Public School board in order to present and explain my request to graduate in May of 2020. If given the opportunity to graduate a year early, I would be able to get a head start on my education for my career path, as well as keep a flexible full time work schedule.

My plan for after high school starts at Metropolitan Community College, rather than a 4 year university. There I would earn an associate's degree in business as well as take my general education classes. Starting my schooling at MCC would allow me to get the education needed for the business world, without acquiring the tremendous burden of student loans that come with 4 year universities. With the business degree alone, jobs are accessible and finding an entry level job in the business world is effortless.

One disadvantage of not staying at Ralston High School for my senior year is that I would not be able to receive half off tuition for my MCC classes. However, there are jobs in the Omaha area that offer tuition assistance after an employee has clocked in a required amount of hours per week. For example, if a Starbucks employee works 20 hours a week at the minimum, they receive free online classes through Arizona State University. Using Starbucks as an example, I could work two part-time jobs in order to keep myself financially stable, and receive free tuition. Another possible course of action would be to work full-time at one job and start at MCC. Once I have my associate's degree, I would work two part-time jobs with one being Starbucks, and transfer my credits to ASU and acquire the knowledge needed to start my career fully.

Another wonderful opportunity I have after graduation is an informal internship with a family friend who is a certified public accountant. This internship would really give me an understanding of the career I'm working towards. It also opens the door to job opportunities in the future, as I would have someone with connections and knowledge to network with.

By the end of this school year I will meet all graduation requirements, as well as have a taste of what lies ahead of me due to the classes I took while in high school in order to prepare myself both for college, and the career path I wish to immerse myself in.

In conclusion, graduating in May of 2020 allows me to both keep an adaptable work and school schedule without the obstacle of working around classes at Ralston High School. I believe that it would allow myself to get ahead on my career path as well, and enter the world that Ralston High School has prepared me for.

Thank you for your time and consideration,

Jakson Tamisiea

Dear Dr. Adler and Mrs. Richards,

I am writing this letter to inform you of my resignation from position as Board of Education member effective October 28, 2019. I have been promoted to a leadership position in my current company effective immediately which will incur significant time constraints as well as significant international travel. In fairness to our school district as well as to my family I cannot effectively serve in the capacity of Board of Education member going forward due to time constraints.

I regret any inconvenience that this resignation may cause to the school board and to the district that I have proudly served; but the professional opportunity presented to myself and the financial security for my family are things that I simply cannot dismiss.

I thank the district and specifically the board for the wonderful experience I have had serving these last 3 years since appointment and subsequent election and will help in whatever way I can to ease the transition of any responsibilities to fellow board members or future appointed board members. As always - Go RAMS!

Yours sincerely,

Michael P. Overkamp

Bill Review Schedule for 2019

January 14
- Jay
- Mary

February 11
- Heather
- Linda

March 11
- Mike
- Liz

April 8
- Mary
- Heather

May 13
- Linda
- Liz

June 10
- Mike
- Jay

July 8
- Mary
- Heather

August 12
- Jay
- Liz

September 9
- Heather
- Linda

October 14
- Mike
- Liz

November 11
- Mary
- Jay

December 9
- Mike
- Linda

Ralston Public Schools
Monthly Administrative Update Foodservice
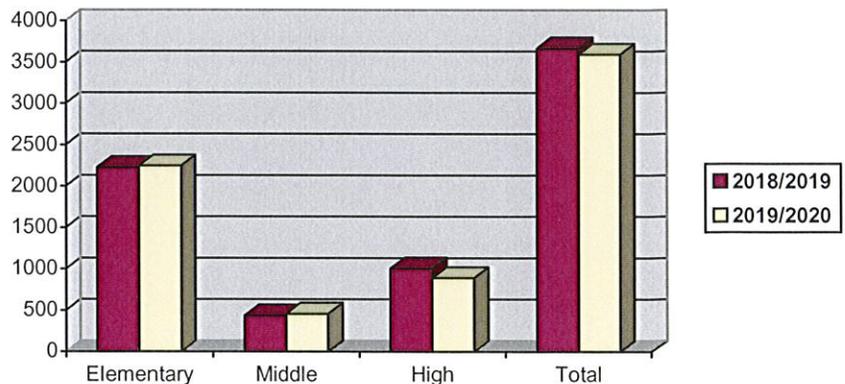September 2019

- **Financial**

	19/20 Budget	19/20 Actual		18/19 Actual	
	Financial	Financial	Cost/Meal	Financial	Cost/Meal
Revenue	**215,392**	**226,876**	**2.94**	**212,495**	**2.84**
Food	97,341	99,266	1.29	84,352	1.13
VDA/Rebates	+8000	+ 13,109	+ .17	+ 12,792	+ .17
Labor (RPS and Sodexo)	79,318	71,690	.93	70,547	.94
Controllables	20,265	14,812	.19	15,835	.21
Non-Controllables	16,275	15,644	.20	14,864	.20
Total Expenses	205,199	188,303	2.44	172,806	2.31
Return	**10,193**	**38,573**	**.50**	**39,689**	**.53**

Year to Date	19/20 Budget	19/20 Actual	Cost Per Meal	18/19 Actual
Revenue	424,821	443,274	2.81	212,495
Total Expenses	472,150	426,548	2.71	172,806
Net Return	-47,329	16,726	.10	39,689

	19/20 TOTAL MEALS SERVED	19/20 MEALS PER DAY	18/19 TOTAL MEALS SERVED	18/19 MEALS PER DAY
Elementary				
Breakfast	18,140	955	16,884	938
Lunch	24,531	1291	23,217	1290
RMS				
Breakfast	1434	75	1223	68
Lunch	7263	382	6612	367
RHS				
Breakfast	6802	358	7736	430
Lunch	10,157	535	10,384	577
RPS Total				
Breakfast	26,376	1388	25,843	1436
Lunch	41,951	2208	40,213	2234

-

RPS Free and Reduced
September 30, 2019
53.3%

Meals Per Day Served

September, 2019 Events:

Judy got the opportunity to buy locally grown sweet corn, but it had to be shucked. All elementary schools shucked corn in acts of kindness and the kids loved this. It was surprising to see how many kids had never done this before.

Power went out at Mockingbird and Meadows one day, but lunch went on. At Meadows, some teachers pitched in to make sandwiches, and this was greatly appreciated.

Judy made her annual phone calls to any family that received free/reduced lunch last year, but we haven't gotten an application from them for 2019/20. These calls took about 6 hours this year. Maria Weaver is a tremendous support in this effort every year.

All students at Meadows are finger scanning at the point of sale for breakfast and lunch and they are doing fine.

Monthly staff training covered slips trips and falls, heat stress, and preventing burns. Total staff training time – 20 hours.
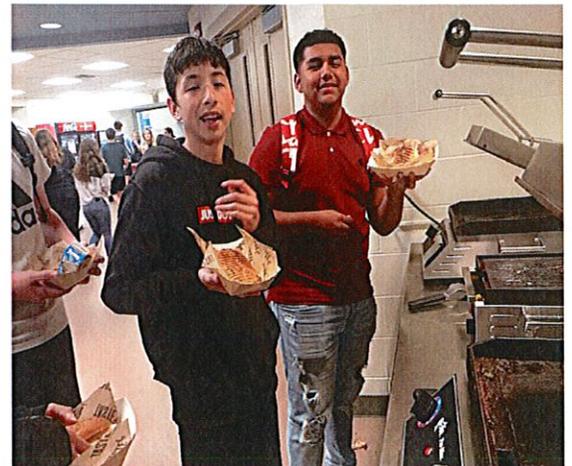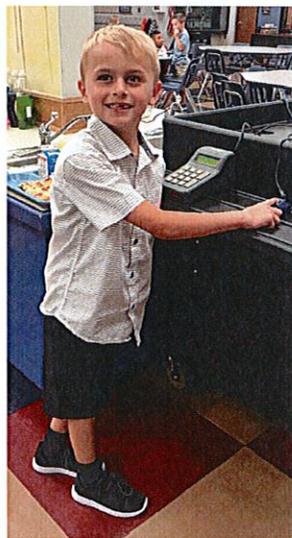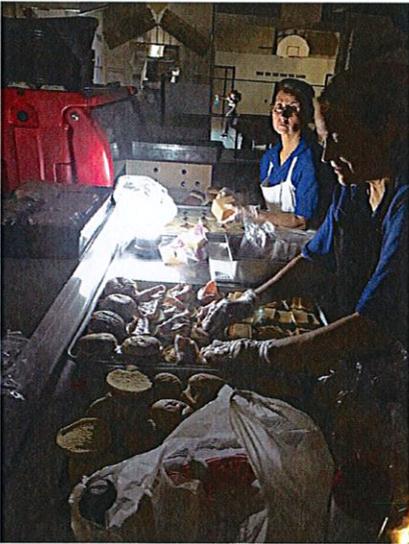
STUDENT
Well-Being
Nutrition · Achievement · Environment · Community · Activity