

Agenda

1. Call To Order
Speaker(s): Board President
2. Pledge of Allegiance
Speaker(s): Board President
 - 2.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
3. Public Comment Sign In Procedure
 - 3.1. Public Comment
4. Consent Agenda (Action)
Speaker(s): Board President
5. Board Development and Communication
 - 5.1. Board Members' Update
6. Superintendent's Report
Speaker(s): Superintendent
 - 6.1. Multi-Cultural Education Review
Speaker(s): Anne Harley
 - 6.2. Tax Request Authority
Speaker(s): Aaron Bredenkamp
 - 6.3. Option enrollment capacity discussion
Speaker(s): Anne Harley
 - 6.4. Government Relations Update
Speaker(s): Jason Buckingham
 - 6.5. NASB Updates and Information
Speaker(s): Mrs. Elizabeth Kumru
 - 6.6. Enrollment Update
Speaker(s): Anne Harley
 - 6.7. Superintendent Evaluation policy, timeline, goal setting and process.
Speaker(s): Jason Buckingham
 - 6.8. Option enrollment capacity discussion
Speaker(s): Anne Harley
 - 6.9. Superintendent Evaluation policy, timeline, goal setting and process.
Speaker(s): Jason Buckingham
7. Board Action Items
 - 7.1. Depreciation Fund Transfer (Action)

Speaker(s): Aaron Bredenkamp
 - 7.2. Policy 6036 adoption (Action)
Speaker(s): Jason Buckingham/Anne Harley

7.3. Policy 4032 adoption (Action)

Speaker(s): Anne Harley

8. Policy Review
9. Pre-Adjournment Information and Activities
 - 9.1. Announcements
 - 9.2. Board of Education Supplemental Meeting Information
 - 9.3. Future Board Calendar
10. Executive Session Disclosure
 - 10.1. Executive Session (Action)
11. Adjourn

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Public Participation at Board Meetings

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

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

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

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

Adopted on: _____

Revised on: _____

Reviewed on: _____

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

Monday, August 12, 2024

The Ralston Public Schools Board of Education met in open, public session on Monday, August 12, 2024. The meeting took place at the Virginia Moon Administrative Center, 8545 Park Drive, Ralston, NE. The District provided advance notice by publication in *The Omaha Daily Record* and on the District’s website, www.ralstonschools.org.

Call to Order

Board Vice President, Mrs. Elizabeth Kumru, called the meeting to order at 6:00 pm.

Roll Call

A motion was made to excuse Board President Mrs. Robin Richards. A motion was made by Ms. Mary Roarty and seconded by Mrs. Samantha Willey.

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

In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Aaron Bredenkamp, Dr. Anne Harley, Dr. Mike Rupprecht, Mr. Jim Frederick, and Mrs. Angie Murphy.

Consent Agenda

Consent agenda items include minutes from the July 22, 2024, meeting; July Financial Report, July bills in the amount of \$1,227,496.15 for the General Fund, and \$3,746,145.36 for the Special Building Fund. Prior to the meeting Mrs. Carrie Hough and Mrs. Liz Kumru reviewed the bills.

Motion to approve consent agenda was made by Mrs. Mary Roarty and seconded by Mrs. Carrie Hough.

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

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Board members commented on the Welcome Back Celebration and how it was a great way to kick off the new school year. They enjoyed all the student involvement and mentioned we have very talented students. Board members commented on the staff “Together as One” t-shirts and billboard on 84th and Park Drive. They thought both were a huge hit. Mrs. Kumru wanted to recognize Mockingbird Elementary Principal Mr. Brian Ferguson for coming in early and working hard to get the school ready for their open house.

Members of the Buildings and Grounds committee received a tour of Seymour and Ralston Middle School. The Board appreciated construction crews putting in the extra time to prepare our schools for the new year.

Many Board members wanted to thank the Ralston Area Chamber of Commerce for a wonderful new teacher luncheon. It was a great opportunity for our business community to meet our new staff.

Open houses were very well attended this year. Several Board members were able to visit our schools. They commented on the therapy dogs at Blumfield Elementary and how it was a great addition to their open house – the families enjoyed seeing all the dogs.

All the Board members commented how it was great to see the community come together after the recent storm and power outage. They appreciated the work of our Maintenance Department getting our school grounds cleaned up and our District and building Administration lending a hand in cutting down and picking up trees.

District Financial Report

Dr. Aaron Bredenkamp provided a financial recap for the month and addressed any questions from the Board about any aspect of the financial statements.

Government Relations Update

Mr. Buckingham provided updates to the Board regarding legislative issues.

- NASB Advocacy Handbook
- 2024 Senator Roster
- LB 1 Testimony

NASB Updates

Mrs. Elizabeth Kumru updated the Board of Education on items and information under consideration with the Nebraska Association of School Boards. Area meetings are being held next month and our Board will be receiving another award. There will be a Labor Relations seminar on Oct. 2nd and 3rd and the annual State Conference in November.

Enrollment Update

Dr. Anne Harley reviewed the enrollment information with the Board.

- The District is up by 95 students and 21% option enrollment.
- Mockingbird is closed to option enrollment
- Pre-K thru grade 12, RPS has 3,600 students

RPS Mentoring Programs

Mr. Jason Buckingham gave a presentation on programs/activities that involve students mentoring student's within RPS.

Tax Request Authority

Dr. Aaron Bredenkamp provided the Board information and discussed the Property Tax Authority and the additional base growth percentage.

Depreciation Fund Transfer

Dr. Aaron Bredenkamp discussed transfer of dollars from General Fund to Depreciation Fund for the purpose of funding future fleet and technology purchases.

STANDARDS BASED SCHOOL IMPROVEMENT

Local Union #226 Food Service Workers Negotiated Agreement

A motion was made by Mrs. Krause to approve the negotiated agreement between Local Union #226 Food Service Workers and Ralston Public Schools for the 2024/2025 and 2025/2026 School Year. In the discussion, Dr. Aaron Bredenkamp outlined all the proposed changes and addressed questions from the Board of Education. The motion was seconded by Mrs. Willey.

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

Local Union #226 Operations and Maintenance Division Negotiated Agreement

A motion was made by Ms. Roarty to approve the negotiated agreement between Local Union #226 Operations and Maintenance Division and Ralston Public Schools for the 24/25 and 25/26 School Years. In the discussion, Dr. Aaron Bredenkamp outlined all the proposed changes and addressed questions from the Board of Education. The motion was seconded by Mrs. Krause.

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

Training Resolution

A motion was made by Ms. Roarty to approve the Training Time Resolution as presented. The motion was seconded by Mrs. Krause.

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

Policy Review

The Board and Administration reviewed proposed policies.
2006_-_Complaint_Procedure
4003_-_Drug_Policy_Regarding_Drivers
5067_-_Student_Assistance_Team_or_Problem_Solving_Team
1004_-_Distribution_of_Policies-F.doc
2011 Membership in Organizations
2018_-_Rules_of_Order

2019_-_Voting_Method
2020_-_News_Media_at_Meetings

Supplemental Meeting Information

Jason Buckingham gave an update on the schools as to where they are at regarding construction, ready to open & storm damage.

Future Board Calendar

Next Board of Education Meeting – Monday. August 26, 2024 - 6:00 p.m.

August 20th @ 7pm Rams Under the Lights
Sept. 24 - NASB Area Membership Meeting (who is attending?)
Sept. 26 Alumni of the year
Oct. 2-3 - Labor Relations Conference - Lincoln
Nov. 20-22 - State Education Conference - CHI Center

Executive Session

No executive session was scheduled.

Adjournment

The Board voted to adjourn the meeting at 7:29pm with a motion made by Ms. Roarty and a second by Mrs. Carrie Hough.

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

The next regular meeting is scheduled for August 26, 2024, at 6:00 pm in the Media Center @ Mockingbird Elementary.

Mrs. Elizabeth Kumru, Vice President

Mrs. Samantha Willey, Secretary

Subcommittee: Building and Grounds

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

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

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

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

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

- SY and RMS tour
- Dedication plaques
- Bond Expenditure tracker
- RHS budget/scope of project
- Tracking projects
 - SY
 - onsite

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

Subcommittee: Building and Grounds

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

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

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

- KW
 - Roofing
 - Flooring

Subcommittee: Building and Grounds

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

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

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

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

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

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

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

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

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

- Move May 20 and 21. Set up rooms 22-24.

Subcommittee: Building and Grounds

Meeting Date & Time: September 15, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

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

Meeting Date & Time: August 23, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

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

Meeting Date & Time: July 21, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

July 21, 2023

- Meadows
 - Work continuing on interior finishes
 - Hallway tile
 - Boxlights
 - Lighting
 - Ceiling pads
 - Painting
 - Driveway pour is complete, parking lot work continuing
 - Move in set for July 24-26
 - Onsite tour given on 7/21 for Meadows staff
- WW
 - Demolition near complete
 - West half of driveway to be demoed and repoured before August 10
- MB
 - More walls have been erected,
 - Utility work complete, 93rd N. bound is reopened. Two pours left on S. bound 93rd
- KW
 - HVAC units are mostly up and running,
 - Custodians have been onsite this week working on cleaning classrooms
 - Fire sprinkler system nearly complete
 - Work continuing on repouring front drive and exit from the parking lot
- RMS
 - HVAC units are in varying degrees of installation and completion. Much work needs to be done to get the building up to 100% climate controlled by 8/10, several crews including plumbers, electricians and tanners are on site working on installation,
 - Building is currently comfortable, and gets somewhat more cool with each new unit installed.
- RHS
 - Softball field turf is due to be installed in August.
 - Back driveway has been mostly poured, more work to come on the approach and the parking stalls
 - Field should be accessible for play, but the surrounding areas around the RR/Concession stand/Pressbox may not be ready for opening, this

- may require the season starting at Crown/Wager until the site is safe enough for players and fans.
- Misc
 - CM@R selection process should be completed by 7/24, finalists are Weitz and Boyd Jones
 - 2nd Tranche of bonds are sold, we came out pretty good as there was a bidding war on some of our bonds. Interest rates are higher, but are much lower than we estimated at the outset of the project.

Subcommittee: Building and Grounds

Meeting Date & Time: June 2, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

Agenda:

- I. ME
 - A. Overhead electrical
 - B. 3M glass film
 - C. Water main for fire sprinkler system
 - D. Drywall taping and mudding Phase 5
 - E. Ceiling grids
- II. MB
 - A. More panels on the ground to be lifted. 30 completed by next week
 - B. Underground utility work on 93rd st. limited closures throughout June
- III. KW
 - A. Change orders aplenty, drywall removal and reinstall,
 - B. Vandalism
 - C. HVAC work progressing
- IV. RMS
 - A. HVAC work progressing, many hallway units are installed, hoping to have limited cooling in some locations by July 4
 - B. Boiler room nearly complete
- V. WW
 - A. Move completed, demolition has started, installation of some new ductwork has been completed
 - B. Contractor Trailer onsite.
 - C. Asbestos removal is complete
- VI. BL

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

VII. RHS

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

Subcommittee: Building and Grounds

Meeting Date & Time: April 28, 2023

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

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: March 23, 2023

Members Attending: Jason Buckingham, Mary Roarty, Carrie Hough

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: February 22, 2023

Members Attending: Jason Buckingham, Mary Roarty, Carrie Hough

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: January 20, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: December 12, 2022

Members Attending: Jason Buckingham, Mary Roarty

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: November 11, 2022

Members Attending: Jason Buckingham, Mary Roarty

Agenda:

- XLI. BA/SB field work is progressing, trailer and staging areas identified
- XLII. Security camera/door access meeting
- XLIII. Field trip for 1st graders
- XLIV. HVAC controls RMS/KW, phase 1 to be completed Nov. 21
- XLV. KW foundation repair project
- XLVI. Meadows bids/moving process

Subcommittee: Building and Grounds

Meeting Date & Time: October 24, 2022 in person

Members Attending: Jason Buckingham, Mary Roarty

Agenda:

- XLVII. BA/SB field project, preconstruction meeting, earthwork and demolition have started
- XLVIII. Meadows bids due and ready for presentation on 11/14
- XLIX. WCC visit, Food service, health inspector
 - L. KW Foundation Plan, to start 10/26
 - LI. WW Design plan
 - LII. ME flythrough.

Subcommittee: Building and Grounds

Meeting Date & Time: September 19, 2022 via zoom

Members Attending: Jason Buckingham, Mary Roarty

Agenda:

- LIII. MB project progress
- LIV. RMS/KW HVAC update
- LV. WCC visit
- LVI. KW Foundation Plan
- LVII. Meadows Design plan

Subcommittee: Building and Grounds

Meeting Date & Time: August 23, 2022 via zoom

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

Agenda:

- LVIII. BA/SB field update
 - A. Bid opening 8/30
- LIX. KW foundation update
- LX. RMS/KW HVAC update
- LXI. MB construction update
- LXII. ME plans

Subcommittee: Building and Grounds

Meeting Date & Time: Monday, July 22, 2022

Members Attending: Mary Roarty, Jason Buckingham

Agenda:

- LXIII. Mockingbird GMP numbers and budget
- LXIV. Update on Construction progress at MB, Geopiers due for install first week of August
- LXV. RMS/KW HVAC bids
- LXVI. Meadows Design and progress
- LXVII. RMS AC

Meeting Date & Time: Monday, Jun 20, 2022

Members Attending: Mary Roarty, Jay Irwin, Jason Buckingham

Agenda:

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

Next Meeting Date & Time: TBD

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

Finance and Human Resources Subcommittee Running Agenda

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

Date: August 15, 2024
Time: 2pm
Location: Zoom
Members Attending: Jason Buckingham, Aaron Bredenkamp, Mike Rupprecht, Robin Richards, Katie Krause
Agenda: <ul style="list-style-type: none"> ● Special Building Fund ● Depreciation Fund ● Property Tax Authority <ul style="list-style-type: none"> ○ LPS Presentation ● Proposed Levy ● “Pink Postcard” Hearing <ul style="list-style-type: none"> ○ September 24, 2024 ● Legislation <ul style="list-style-type: none"> ○ Update on Levy Impact ● HR Update <ul style="list-style-type: none"> ○ Certified and classified openings

Date: July 8, 2024
Time: 5pm
Location: VMAC
Members Attending: Jason Buckingham, Aaron Bredenkamp, Mike Rupprecht, Robin Richards, Katie Krause
Agenda: <ul style="list-style-type: none"> ● Bridge Program

- Update on 2024-2025 Budget
 - [Changes in Staff](#)
 - [Updated Income Disbursement](#)
 - [Updated Levy](#)
 - [Special Building Fund Projections](#)
- HR Update
 - [Certified and classified openings](#)

Date:

Time:

Location: VMAC

Members Attending: Jason Buckingham, Aaron Bredenkamp, Mike Rupprecht, Robin Richards, Katie Krause

Agenda:

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Subcommittee: Teaching & Learning 2024-2025

7/22/24					
8/26/24					

8/26/2024

In attendance:

- Celebrations
 - Students coming in with one year of CKLA under their belt
- District Steering Committee
 - [Schedule/Agenda](#)
- Sept 3rd PD
 - [Schedule](#)
- [Storyteller Schedule](#)
- Update on [T&L Strategic Plan Action Steps](#)

7/22/2024

In attendance: Liz, Samantha, Sara, Anne

Agenda:

- Storytelling videos
- Back to School Professional Learning Schedule

Purpose

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

Direction

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



- New Teachers - CKLA training at ESU6, July 31st
- Curriculum Bootcamp
- Mentors/Principals
- BOE attend the Kick Off on Aug 9th and Chamber Luncheon on the August 5th
- Math Pilot
 - K-12 math toolbox summer work
 - Standards and Instructional Shifts
 - Teachers designed an evaluation tool
 - Select two to bring back to pilot
 - Ideally pilot a full quarter=full unit
 - All schools are represented (except BL)
- Bridge Network update
 - Meeting with district leaders tomorrow
 - Focus: attendance and social protections
 - RPS, Millard, Westside Supts have been collaborating
 - Doc Adler is still very involved
 - Only two families being served from 68127
 - Millard - only 7 families served
 - Goal: Dedicated person at RMS
 - Current location is at 28th & Harney.... Best way to serve our community?
 - Originally they thought they could use a LC third site but that is no longer the plan
 - We are not going to walk away - we are committed to getting our money's worth
 - We still have 4 years on the contract

8/26

- September 3rd Professional Learning
- District Steering Committee
- CKLA Celebrations
- Strategic Plan Update
- Storyteller Update

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Multicultural Education Report

August 12, 2024

Reflections & Future Steps/Considerations

Learning Environment

Strengths	Areas of Growth Focus
<ul style="list-style-type: none"> -Increase in staff who represent our district's cultural backgrounds -Classroom posters and visual aids are posted in multiple languages 	<ul style="list-style-type: none"> -Increase the opportunities to celebrate different cultures -Increase volunteers who represent our district's cultural backgrounds -Opportunities to revisit walk through look-fors from Equity Walks

Parent/Caregiver & Community Involvement

Strengths	Areas of Growth Focus
<ul style="list-style-type: none"> -Provide access to written communication in Spanish (and at times other languages when possible) -Partnerships with Learning Community, One World Health, MCC -Teachers and administrators use Language Line -Title I family events across the district -Increased partnerships with families re: attendance -Distribution of Spanish Reading Kits PK-3 	<ul style="list-style-type: none"> -Increase parent/caregiver involvement in day-to-day activities of the school -Connect more with community partners and strengthening our existing partnerships -Re-establish Spanish language courses for staff.

Instruction

Strengths	Areas of Growth Focus
<ul style="list-style-type: none"> -Compassionate staff -Added an EL endorsed Instructional Tech Coach to help increase engagement for all students 	<ul style="list-style-type: none"> -Increase understanding and capacity of inclusion -Continue to work on the mindset of high expectations for all students

<ul style="list-style-type: none"> - Sheltered Instruction Observation Protocol (SIOP) PD for all new K-12 staff, a high quality instructional model addressing the academic needs of EL and all students -Implement equitable opportunities for all buildings to have common plan time in order to instill a regular PLC rotation for all decision-makers to be at the table -All but one building attended Strong Instruction training re: The Opportunity Myth -Sent Melanie Reeves to <i>Co-Teaching that Works, K-12</i> to become a certified trainer -Blumfield piloting with Sped Strategies to ensure rigorous instruction for all. -New Strategic Plan that embraces diversity and inclusion regardless of background. -Implementation of Newcomers program, 5-8 	<ul style="list-style-type: none"> -Continue efforts to Increase focus on rigor in core instruction -Continue efforts with MTSS and solidifying early warning systems -Increase co-teaching opportunities by providing common time to co-plan -Continue PD on Journey to Inclusion/co-teaching -Make districtwide impact through Gear Up grant and Learning Community Grant
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Curriculum

Strengths	Areas of Growth Focus
<ul style="list-style-type: none"> -Followed best practices in curriculum adoption process -New High School English curriculum is high quality, which includes diversity representation throughout -EL, Special Education, and Reading Specialists, and HAL teachers serving on Toolboxes -Pilot K-12 high quality math curriculum -Implementation of Spanish Amplify resources 	<ul style="list-style-type: none"> -Begin efforts on development of Instructional Framework -Build systems to ensure consistency in pacing and implementation across all elementary buildings (equitable opportunities for all RPS elementary students)

Human Relations

Strengths	Areas of Growth Focus
<ul style="list-style-type: none"> -Implementation of FastBridge K-10 SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) 	<ul style="list-style-type: none"> -Deepen understanding of Universal Design for Learning (UDL), a framework to improve and optimize teaching and learning for all

<ul style="list-style-type: none">-Increasing leadership capacity among principals and teachers – increased Toolbox membership, adjusted Admin Meetings and DSC to become collaborative PL-Implementation of Wellness Curriculum via elem counselors, included in specials cycle (diverse student groups represented throughout curriculum)-Three schools implementing BIST to ensure students are taught life skills rather than punished-Re-start Leadership Academy Spring 2025	<p>people based on scientific insights into how humans learn</p>
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6020 Multicultural Education

In every curriculum area and at all grades, the school district will provide programs which foster and develop an appreciation and understanding of the racial, ethnic, and cultural heritage of all students. These programs will allow students to explore the history and contributions made by various ethnic groups and will emphasize human relations, sensitivity toward all races, and the rich diversity of the population of the United States. The programs shall be implemented within the guidelines of the State Department of Education and in accordance with any other applicable laws and/or regulations.

Philosophy, Mission, and Program Goals. The school district respects and appreciates cultural diversity and seeks to promote the understanding of unique cultural and ethnic heritage. The district will promote the development of a culturally responsible and responsive curriculum. The school district's program will explore the attitudes, skills, and knowledge necessary to function in various cultures.

District Guides, Frameworks, or Standards. Appropriate district staff and/or committee(s) will review the school district curriculum guides, frameworks, or standards to determine that they appropriately incorporate multicultural education.

Selecting Appropriate Instructional Materials. Appropriate school district staff and/or committee(s) will review instructional materials and make a recommendation regarding those that are appropriate for the school district's multicultural education program.

Providing Staff Development. Appropriate school district staff and/or committee(s) will review the staff development provided for administrators, teachers, and support staff to determine that it includes appropriate multicultural education that is consistent with school district and program goals.

Periodic Assessment. Appropriate school district staff and/or committee(s) will periodically review the school district's multicultural education program by reviewing the criteria in this policy to assess whether the school district is adequately and appropriately incorporating multicultural education in all curriculum areas in all grades.

Annual Status Report. The superintendent will provide the board with a report on the status of the school district's multicultural education program annually.

Adopted on: July 13, 2020

Revised on:

Reviewed on: July 22, 2024

RESOLUTION

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

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

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

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

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

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

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

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

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

_____.

The following members voted against the same:

_____.

The following members were absent or not voting:

_____.

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

DATED this ___ day of August, 2023.

Ralston Public Schools

BY: _____
President

ATTEST:

Secretary

District Name	Section A									Section B					Section C	Section D							Section E	Section F	Section G
	General Fund Tax Asking (2023/24 LC-2)	Special Bldg Tax Asking (2023/24 LC-2)	2023/24 TOTAL Property Tax Request	General Fund Non-Property Tax Revenue (2021/22 AFR)	Special Bldg Non-Property Tax Revenue (2021/22 AFR)	2021/22 TOTAL Non-Property Tax Revenue	22/23 TOTAL SPED Reimbursement (2022/23 AFR)	2023/24 TEEOSA Including FOUNDATION AID	TOTAL Property Tax & Non-Property Tax Revenue	Base Growth 3%	Basic Growth % for Membership	Basic Growth % for LEP	Basic Growth % for Poverty	TOTAL BASE GROWTH RATE %	REVENUE CAP Total Revenue X Total Base Growth %	General Fund Non-Property Tax Revenue (2022/23 AFR)	Special Bldg Non-Property Tax Revenue (2022/23 AFR)	2022/23 TOTAL Non-Property Tax Revenue (AFR)	2023/24 SPED Estimated (SPED FFR Nov 23)	2024/25 TEEOSA including Foundation Aid (1.30.24)	Prior Years Unused Property Tax Authority	2024/25 PROPERTY TAX REQUEST AUTHORITY	Additional Base Growth Percentage if 70% Board Approval	Amount of Additional Property Tax Authority if Approved	2024/25 Property Tax Request Authority including Board Approved Amount
23/24 (Current)	\$21,257,049	\$815,320	\$22,072,369	\$4,746,021	\$4,081	\$4,750,102	\$2,299,451	\$10,659,909	\$39,781,831	3.0000%	0.2172%	0.2097%	1.0959%	4.5228%	\$41,581,073	\$8,419,481	\$6	\$8,419,487	\$2,234,497	\$9,687,575	\$0	\$21,239,514	5%	\$1,989,092	\$23,228,606
24/25 (Estimated)	\$21,190,422	\$1,010,101	\$22,200,523	\$8,419,481	\$6	\$8,419,487	\$2,257,489	\$9,687,575	\$42,565,074	3.0000%	0.6607%	0.2382%	0.6385%	4.5375%	\$44,496,457	\$8,836,322	\$152,015	\$8,988,337	\$4,385,561	\$10,697,192	\$1,028,083	\$21,453,451	5%	\$2,128,254	\$23,581,705
Difference	-\$66,627	\$194,781	\$128,154	\$3,673,460	-\$4,075	\$3,669,385	-\$41,962	-\$972,334	\$2,783,243	0.00%	0.44%	0.03%	-0.46%	0.01%	\$2,915,384	\$416,841	\$152,009	\$568,850	\$2,151,064	\$1,009,617	\$1,028,083	\$213,937	0%	\$139,162	\$353,099
Percentage	-0.31%	23.89%	0.58%	77.40%	-99.85%	77.25%	-1.82%	-9.12%	7.00%	0.00%	204.21%	13.64%	-41.74%	0.32%	7.01%	4.95%	2533483.33%	6.76%	96.27%	10.42%	#DIV/0!	1.01%	0.00%	7.00%	1.52%

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES

2024/25 PROPERTY TAX AUTHORITY CERTIFICATION

AgencyID	District Name	Section A							Section B				Section C		Section D					Section E	Section F	Section G				
		General Fund Tax Asking (2023/24 LC-2)	Special Bldg Tax Asking (2023/24 LC-2)	2023/24 TOTAL Property Tax Request	General Fund Non-Property Tax Revenue (2022/23 AFR)	Special Bldg Non-Property Tax Revenue (2021/22 AFR)	2021/22 TOTAL Non-Property Tax Revenue	22/23 TOTAL SPED REIMBURSEMENT (2022/23 AFR)	2023/24 TEOSA INCLUDING FOUNDATION AID	TOTAL Non-Property Tax & Revenue	Base Growth 3%	Basic Growth for Membership	Basic Growth for LEP	Basic Growth for Poverty	TOTAL BASE GROWTH RATE %	REVENUE CAP Total Revenue X Total Base Growth %	General Fund Non-Property Tax Revenue (2022/23 AFR)	Special Bldg Non-Property Tax Revenue (2022/23 AFR)	2022/23 TOTAL Non-Property Tax Revenue (AFR)	2023/24 SPED FFR May 24)	2024/25 TEOSA Including Foundation Aid (1.30.24)	Prior Years Unused Property Tax Authority	2024/25 PROPERTY TAX REQUEST AUTHORITY	Additional Base Growth Percentage if 70% Board Approval	Amount of Additional Property Tax Authority if Approved	2024/25 Property Tax Request Authority including Board Approved Amount
01-0003-000	KENESAW PUBLIC SCHOOLS	3,762,404	404,040	4,166,444	388,682	2,322	391,004	163,953	730,459	5,451,860	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	5,615,416	366,398	3,046	369,444	329,752	593,917	92,295	4,414,598	7%	381,630	4,796,228
01-0018-000	HASTINGS PUBLIC SCHOOLS	17,281,108	132,995	17,414,103	2,816,907	132,995	2,949,902	1,363,660	2,816,907	5,766,809	3.0000%	0.0000%	0.0000%	0.2588%	3.3666%	45,141,890	3,291,659	7,048	3,298,700	6,106,795	20,546,908	3,873,830	19,673,078	5%	2,184,215	21,257,293
01-0099-000	ADAMS CENTRAL PUBLIC SCHOOLS	12,513,131	1,000,000	13,513,131	2,867,660	4,760	2,872,420	802,683	2,092,620	4,965,040	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	18,316,783	1,536,720	1,585,555	2,245,985	2,245,985	254,558	1,991,427	1,796,869	5%	1,066,551	14,262,585
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	4,469,465	161,678	4,631,143	288,678	3,290	291,968	333,241	340,253	5,596,605	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	5,764,503	737,928	24,259	762,187	584,074	3	4,076,067	3	7%	391,762	4,467,829
02-0009-000	LEIGH-OKDALE SCHOOLS	5,424,995	300,000	5,724,995	719,951	23,524	743,475	448,955	551,086	1,294,561	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	7,692,566	588,500	18,437	6,063,97	801,219	519,665	56,601	5,821,046	7%	522,796	6,343,842
02-0018-000	NELSON PUBLIC SCHOOLS	3,167,273	198,990	3,366,263	639,432	40,776	680,208	577,839	4,832,619	5,514,827	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	4,977,598	670,632	29,775	7,007,407	434,121	633,556	165,883	3,375,397	7%	338,283	3,713,680
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	5,795,639	58,586	5,854,225	559,415	70,643	630,058	388,808	669,077	1,300,135	3.0000%	1.3827%	0.0000%	0.0000%	4.3827%	7,872,720	579,681	11,515	591,196	782,165	672,583	294,954	6,121,729	7%	527,952	6,649,681
03-0500-000	WARREN COUNTY SCHOOLS	2,348,485	40,404	2,388,889	85,477	11,593	97,072	103,873	460,495	3,050,329	3.0000%	0.0000%	0.2588%	0.0000%	3.2588%	3,149,728	117,200	13,058	130,258	184,298	446,406	29,544	2,123,523	7%	215,523	2,344,046
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	2,614,736	143,182	2,757,918	190,862	14,379	205,241	120,790	649,061	3,733,010	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	3,845,000	191,805	15,483	207,288	299,657	520,490	18	2,817,584	7%	261,311	3,078,895
05-0071-000	SANDHILLS PUBLIC SCHOOLS	2,581,369	132,995	2,714,364	120,471	660	121,131	257,121	1,354,867	1,576,988	3.0000%	0.0000%	0.0000%	0.0000%	4.852%	3,007,936	1,442,920	10	142,930	123,105	189,393	8	2,815,963	7%	220,841	3,076,804
06-0001-000	BOONE CENTRAL SCHOOLS	6,922,222	1,020,202	7,942,424	1,149,060	44,959	1,194,019	472,068	1,049,028	2,243,047	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	11,971,471	1,159,925	48,802	1,208,007	800,914	1,466,116	8	7,821,441	6%	657,907	8,479,348
06-0017-000	ST EDWARD PUBLIC SCHOOLS	3,050,147	81,596	3,131,743	197,173	1,001	198,174	250,945	267,383	3,848,245	3.0000%	0.2466%	0.0000%	0.0000%	3.2469%	3,973,194	236,697	443	237,140	455,644	281,586	683	2,999,507	7%	269,377	3,268,884
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	4,151,515	404,040	4,555,555	262,449	-	262,449	134,877	417,142	5,370,223	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	5,531,124	291,668	434	292,102	330,437	379,585	293,564	4,822,563	7%	375,902	5,198,465
07-0006-000	ALLIANCE PUBLIC SCHOOLS	11,151,515	1,214,320	12,365,835	1,279,926	8,068	1,287,994	735,273	2,544,851	16,933,953	3.0000%	0.0313%	0.0000%	0.5395%	3.5708%	17,538,624	1,260,590	8,102	1,268,611	1,645,224	2,618,800	234	12,006,223	6%	1,016,037	13,022,260
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	6,237,766	303,030	6,540,796	400,238	2,398	402,636	301,135	1,227,921	8,472,250	3.0000%	0.0000%	0.0000%	0.4400%	3.4400%	8,763,695	363,823	1,555	365,378	501,567	1,247,107	1,555	7,370,994	7%	593,058	7,964,052
08-0051-000	BOYD COUNTY SCHOOLS	4,662,424	66,667	4,729,091	343,785	283	344,068	286,142	563,147	5,922,499	3.0000%	0.1316%	0.0000%	0.5428%	3.6743%	6,140,112	390,608	600	391,208	556,570	553,580	36,747	4,675,501	7%	414,575	5,090,076
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	5,536,204	568,210	6,104,414	581,157	14,424	595,581	480,889	621,928	7,802,812	3.0000%	0.0000%	0.2439%	0.0813%	3.2525%	6,243,921	639,903	6,628	646,531	844,881	594,190	750,908	6,727,578	7%	546,197	7,273,775
10-0021-000	OAKLAND CRAIG PUBLIC SCHOOLS	5,572,222	301,111	5,873,333	437,447	2,288	439,735	633,304	7,177,457	13,050,792	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	13,395,470	654,946	6,516	455,027	762,450	316,310	545,277	7,475,168	6%	599,825	8,075,093
10-0077-000	KEARNEY PUBLIC SCHOOLS	46,066,705	1,010,101	47,076,806	6,645,790	923	6,646,713	3,214,542	10,034,566	66,972,627	3.0000%	0.0000%	0.0505%	0.3163%	3.3668%	69,227,435	7,166,257	10,917	7,177,174	7,021,199	9,772,197	1,639,079	46,895,945	5%	3,348,631	50,244,576
10-0009-000	ELM CREEK PUBLIC SCHOOLS	3,948,468	82,828	4,031,296	398,372	1,848	400,220	208,755	788,080	5,428,351	3.0000%	0.0000%	0.0000%	0.0000%	3.5873%	5,932,085	363,118	2,017	365,135	461,111	582,523	401,497	4,945,813	7%	375,978	4,725,977
10-0019-000	SHELTON PUBLIC SCHOOLS	4,127,778	-	4,127,778	261,091	229	261,320	231,696	410,893	5,031,687	3.0000%	2.5532%	0.0000%	0.4468%	6.0000%	5,333,588	274,219	546	274,765	458,227	464,132	204,896	4,341,360	7%	352,218	4,693,578
10-0066-000	RAVENNA PUBLIC SCHOOLS	5,050,505	666,792	5,717,297	556,077	14,220	570,297	608,162	7,403,825	13,121,122	3.0000%	0.0000%	0.0000%	0.0817%	3.0817%	7,631,992	583,369	22,374	605,743	961,412	583,293	591,978	4,254,34	7%	508,268	4,762,610
10-0105-000	PLEASANT PUBLIC SCHOOLS	3,612,962	121,212	3,734,174	357,011	571	357,582	200,579	623,629	4,155,964	3.0000%	1.3597%	0.0000%	0.1042%	4.6295%	5,223,895	375,529	952	376,481	427,348	788,731	61	3,541,406	7%	344,117	3,885,523
10-0119-000	AMHERST PUBLIC SCHOOLS	2,575,151	-	2,575,151	281,771	4,219	285,990	226,213	2,068,620	5,195,974	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	5,310,653	391,057	1,646	392,703	468,828	1,673,924	464,700	3,239,898	7%	360,816	3,600,816
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHOOLS	6,274,980	954,000	7,228,980	587,557	4,638	592,195	401,292	842,401	9,064,866	3.0000%	0.0000%	0.0000%	0.3571%	3.3571%	9,369,189	624,463	4,298	628,761	857,388	839,726	37,704	7,081,018	6%	543,892	7,624,910
11-0014-000	WALTON PUBLIC SCHOOLS	5,372,972	185,939	5,558,911	4,390,511	661,894	4,652,405	352,681	633,304	5,285,709	3.0000%	0.0000%	0.0000%	0.0389%	3.0389%	4,730,400	454,946	81	455,027	762,450	316,310	316,310	4,365,140	6%	365,106	4,730,246
11-0020-000	LYONS-DECATUR NORTHEAST SCHOOLS	4,454,545	-	4,454,545	315,359	364	315,723	339,155	424,356	5,533,779	3.0000%	0.0000%	0.0000%	0.2048%	3.4777%	5,944,257	377,492	470	377,962	715,395	474,830	123,577	4,685,646	7%	345,863	4,851,011
12-0056-000	DAVID CITY PUBLIC SCHOOLS	9,745,400	1,443,687	11,189,087	1,039,335	43,461	1,082,796	820,433	1,092,991	14,185,347	3.0000%	0.7882%	0.0000%	0.4187%	4.2069%	14,782,110	1,099,471	8,640	11,088,111	1,559,584	1,139,064	125,831	11,101,182	6%	851,121	11,952,303
12-0052-000	EAST BUTLER PUBLIC SCHOOLS	6,413,936	875,240	7,289,176	422,358	19,192	441,550	486,010	850,191	1,321,741	3.0000%	1.1896%	0.0000%	0.0558%	4.2454%	8,954,875	457,179	3,744	460,923	652,356	501,247	315,630	7,655,979	7%	601,313	8,257,292
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	10,804,937	-	10,804,937	1,608,836	-	1,608,836	1,395,531	4,161,111	17,970,415	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	18,509,527	1,631,414	-	1,631,414	2,911,361	4,285,688	2,176,234	11,857,298	6%	1,078,225	12,935,523
13-0022-000	WEEPING WATER PUBLIC SCHOOLS	4,456,757	-	4,456,757	259,473	13,201	246,274	141,244	463,128	5,320,602	3.0000%	0.0000%	0.0000%	0.3903%	3.3903%	5,500,988	608,650	647	609,297	315,927	442,638	240	4,133,367	7%	372,442	4,505,809
13-0032-000	LOUISVILLE PUBLIC SCHOOLS	7,102,281	205,409	7,307,690	777,852	3,437	781,289	385,010	1,415,193	9,899,182	3.0000%	0.0000%	0.0000%	0.0234%	3.0234%	10,188,172	779,277	2,903	782,180	805,940	1,377,099	335,564	7,658,517	6%	593,351	8,151,868
13-0056-000	CONTOGA PUBLIC SCHOOLS	8,066,667	982,323	9,048,990																						

30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	3,968,837	404,040	4,372,877	3,421,410	34,451	376,861	307,445	267,214	5,324,397	3,000%	0.000%	0.000%	0.7292%	3,7292%	488,854	172,219	4,399,900	7%	372,708	4,772,698				
30-0025-000	FILMORE CENTRAL PUBLIC SCHO	6,775,789	636,364	7,412,153	1,155,878	20,116	1,175,994	713,696	948,846	10,250,689	3,000%	0.000%	0.000%	0.000%	3,650%	5,592,621	1,627,073	19,105	1,646,178	5,371,788	276,169	891,318	6,263,107		
30-0054-000	SHACKLEY PUBLIC SCHOOLS	3,860,677	292,251	4,152,928	285,305	626	285,931	143,755	406,510	4,989,124	3,000%	0.000%	0.000%	0.000%	3,000%	5,138,798	319,817	752	320,569	259,138	365,306	57,995	4,251,794	4,601,018	
31-0056-000	FRANKLIN PUBLIC SCHOOLS	4,311,227	350,288	4,661,515	249,812	1,151	250,963	370,789	608,085	5,891,350	3,000%	1.451%	0.000%	0.604%	5,056%	6,189,243	287,727	1,318	289,045	533,235	4,943,660	141,395	5,085,055	5,356,055	
32-0046-000	MAYWOOD PUBLIC SCHOOLS	2,111,936	-	2,111,936	3,111,936	15,145	5,750	16,614	68,907	4,014,352	3,000%	2.470%	0.000%	0.000%	2,570%	4,586,651	188,651	-	188,651	190,128	185,336	2,021,994	7%	349,209	3,482,998
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	3,131,313	414,076	3,545,389	213,171	1,181	214,352	128,452	275,355	4,163,548	3,000%	0.245%	0.000%	0.5521%	3,7975%	4,321,661	219,864	4,418	224,82	275,369	275,369	31,146	3,577,787	3,914,488	
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	3,247,475	68,687	3,316,162	171,975	163	168,138	138,454	942,360	4,565,114	3,000%	0.000%	0.000%	0.000%	3,000%	4,702,067	179,819	319	180,138	275,461	647,485	37,434	3,636,417	3,955,975	
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	3,636,364	-	3,636,364	350,861	-	350,861	199,252	586,371	4,772,848	3,000%	0.000%	0.000%	0.000%	3,000%	4,916,033	351,647	398	352,045	412,151	542,210	135	3,609,762	3,943,862	
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	3,300,000	168,270	3,468,270	253,010	524	253,534	179,734	862,706	4,764,244	3,000%	0.000%	0.000%	0.9600%	3,960%	4,952,908	284,522	738	285,260	329,660	3,898,828	7%	333,499	4,232,325	
33-0400-000	SOUTHERN VALLEY SCHOOLS	6,401,835	126,263	6,528,098	383,225	2,294	385,529	336,090	588,987	7,847,704	3,000%	0.806%	0.000%	0.9942%	4,8012%	8,224,484	420,796	1,473	422,269	703,619	601,554	196,878	6,665,920	7,125,260	
34-0001-000	SOUTHERN SCHOOL DISTRICT 1	4,245,676	326,543	4,572,119	312,923	3,361	316,287	340,591	1,505,678	6,731,149	3,000%	0.1159%	0.000%	0.3478%	4,6438%	6,964,300	374,446	982	375,428	738,644	1,986,753	600,421	4,993,897	5,496,077	
34-0004-000	BEATTEN BEND SCHOOLS	13,780,848	1,374,600	15,155,448	2,359,848	1,151	2,470,999	1,621,025	6,244,325	23,000,396	3,000%	0.700%	0.000%	0.000%	6,214%	22,147,000	2,853,397	9,064	2,862,250	6,283,300	1,000,665	17,552,512	15,155,448	17,052,512	
34-0034-000	FREEMAN PUBLIC SCHOOLS	3,965,657	888,889	4,854,546	520,624	5,510	526,134	198,313	1,647,954	7,226,947	3,000%	2.017%	0.000%	0.000%	5,0177%	7,589,576	454,480	(11,632)	442,848	410,308	1,696,686	6	5,039,741	5,039,741	
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	3,841,755	757,576	4,599,331	440,615	32,858	473,473	152,865	649,368	5,875,037	3,000%	3.3488%	0.000%	0.2093%	6,5581%	6,260,330	530,076	45,945	576,021	317,251	673,320	41,956,186	7%	371,215	5,367,438
35-0001-000	GARDEN COUNTY SCHOOLS	3,308,980	25,253	3,334,233	312,138	2,758	314,896	220,226	306,610	4,175,965	3,000%	3.3149%	0.0829%	0.000%	6,3978%	4,443,134	320,138	879	321,017	378,351	-	3,363,709	7%	292,318	3,656,026
36-0100-000	BURWELL PUBLIC SCHOOLS	4,486,034	294,949	4,780,983	214,813	1,006	215,819	181,562	787,396	5,965,760	3,000%	0.000%	0.1149%	0.000%	3,3448%	6,165,304	249,812	1,005	250,817	316,246	758,489	172,611	5,012,363	5,429,966	
37-0030-000	ELWOOD PUBLIC SCHOOLS	3,202,789	525,299	3,728,088	292,611	1,985	294,596	144,147	339,308	4,506,139	3,000%	0.000%	0.000%	0.000%	3,000%	4,641,233	357,086	1,806	358,892	285,738	318,314	405,217	4,083,596	4,399,206	
38-0011-000	HYANNIS AREA SCHOOLS	2,447,764	307,071	2,754,835	171,019	603	171,622	104,841	313,135	3,344,433	3,000%	0.000%	0.000%	0.000%	3,000%	3,444,766	192,314	661	192,975	214,089	287,964	104,528	2,854,266	3,150,430	
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	6,901,674	183,327	7,085,001	308,825	1,214	310,039	348,764	459,191	8,202,995	3,000%	3.804%	0.000%	0.4348%	7,291%	8,796,821	318,667	1,279	319,946	882,250	486,715	116,085	7,223,995	7,798,204	
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	45,029,015	1,374,600	46,403,615	7,227,509	1,208	7,228,717	6,477,169	64,475,024	122,084,526	3,000%	0.4652%	0.000%	0.9724%	9,4905%	120,074,648	7,135,965	1,279	7,137,244	12,283,481	69,300,179	45,300,756	51,404,727	61,044,226	
40-0088-000	NORTHWEST PUBLIC SCHOOLS	5,989,300	1,126,150	7,115,450	752,923	37,906	790,829	629,359	10,079,320	18,614,958	3,000%	0.000%	0.000%	0.0417%	3,0417%	19,181,174	856,919	1,798	858,717	1,154,649	10,853,012	6%	1,216,810	8,005,045	
40-0083-000	WOOD RIVER RURAL SCHOOLS	7,719,910	150,000	7,869,910	598,405	6,865	605,270	326,601	771,516	9,573,297	3,000%	0.000%	0.0322%	0.000%	3,0322%	9,863,577	685,999	5,998	691,397	863,235	794,900	334,797	7,848,842	8,518,973	
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHO	6,229,340	565,657	6,794,997	493,843	4,441	498,284	388,160	734,472	8,415,913	3,000%	0.5000%	0.000%	0.4500%	3,9500%	8,748,342	614,451	4,823	619,274	650,340	339,674	7,068,553	7%	589,114	6,757,667
41-0002-000	GILTNER PUBLIC SCHOOLS	2,833,338	181,818	3,015,656	260,786	28,919	289,705	177,892	1,180,489	4,663,742	3,000%	3.2558%	0.000%	0.000%	6,2558%	4,955,497	188,285	-	201,227	350,264	1,428,540	809	2,976,275	3,262,462	
41-0091-000	HAMPTON PUBLIC SCHOOL	2,428,511	-	2,428,511	145,419	-	145,419	158,978	3,085,780	3,572,688	3,000%	0.000%	0.000%	0.000%	3,000%	3,698,035	165,302	-	165,302	287,188	784,770	220,037	2,680,812	2,930,900	
41-0504-000	AURORA PUBLIC SCHOOLS	14,700,505	148,869	14,849,374	1,638,975	23,423	1,662,398	1,021,241	1,993,031	19,526,044	3,000%	0.000%	0.0260%	0.4801%	3,5061%	20,210,638	1,821,019	7,381	1,828,400	1,871,479	1,988,176	350,000	14,773,583	16,044,145	
42-0001-000	ALMA PUBLIC SCHOOLS	3,929,325	419,616	4,348,941	337,038	6,501	343,539	340,223	1,370,824	6,052,527	3,000%	0.0857%	0.000%	1.1571%	3,5643%	6,761,983	286,716	7,000	297,787	508,511	1,534,568	387,222	4,878,339	5,236,516	
43-0079-000	HAYES CENTRAL PUBLIC SCHOOLS	4,279,956	125,000	4,404,956	132,254	970	133,224	104,862	293,645	8,003,467	3,000%	0.000%	0.1177%	0.000%	8,976%	8,310,871	136,367	7,000	137,367	132,857	3,202,147	281,566	3,202,147	3,550,917	
44-0070-000	HITCHCOCK CO SCH SYSTEM	4,033,333	-	4,033,333	2,833,333	5,168	2,883,513	171,953	465,393	4,959,192	3,000%	0.000%	0.0532%	0.1596%	3,3128%	5,118,519	334,357	7,964	342,321	391,261	61,064	3,999,534	7%	347,143	4,346,678
45-0007-000	O'NEILL PUBLIC SCHOOLS	9,507,996	1,646,465	11,154,461	1,861,721	157,970	2,019,692	724,812	1,295,423	15,036,417	3,000%	0.000%	0.000%	0.1938%	4,0938%	15,651,970	1,861,057	158,499	2,019,556	1,301,479	1,287,215	1,266	11,044,987	12,309,185	
45-0044-000	STUART PUBLIC SCHOOLS	1,761,264	-	1,761,264	152,831	530	153,361	121,037	1,330,970	3,366,632	3,000%	0.000%	0.0867%	0.0867%	3,1734%	3,473,649	192,338	129	192,467	261,610	1,554,042	248,353	1,713,703	2,356,641	
45-0137-000	CHAMBERS PUBLIC SCHOOLS	2,295,839	45,455	2,341,294	114,416	118	114,534	90,582	219,632	2,766,042	3,000%	0.6949%	0.000%	0.3814%	5,0763%	2,906,454	122,020	120	122,140	196,473	240,800	100,185	1,427,225	1,963,623	
45-0239-000	WEST HOLT PUBLIC SCHOOLS	5,760,259	599,741	6,360,000	538,293	4,220	542,513	344,993	693,880	7,941,386	3,000%	0.000%	0.000%	0.1429%	3,1429%	8,190,972	595,562	53,462	649,024	756,581	525,536	675,630	7,191,170	7,555,897	
46-0001-000	MULLEN PUBLIC SCHOOLS	3,144,422	-	3,144,422	174,368	-	174,368	162,920	475,466	3,957,176	3,000%	0.0127%	0.000%	0.000%	4,0127%	4,115,964	180,631	-	180,631	358,813	459,913	-	3,119,607	3,396,609	
47-0000-000	ST PAUL PUBLIC SCHOOLS	6,969,697	145,455	7,115,152	549,949	808	549,757	285,977	1,821,737	9,313,623	3,000%	0.000%	0.000%	0.000%	3,000%	10,061,682	631,364	840	632,204	677,510	1,343,172	847,786	8,204,762	8,848,888	
47-0100-000	CENTURA PUBLIC SCHOOLS	5,959,596	772,727	6,732,323	487,637	3,804	471,441	306,152	993,645	8,003,467	3,000%	0.753%	0.000%	0.1177%	3,9360%	8,318,582	941,056	2,288	942,347	685,479	1,095,344	6,000,949	6,600,949	7,153,917	
47-0103-000	ELBA PUBLIC SCHOOLS	1,709,558	112,978	1,822,536	67,022	228	67,250	95,510	1,142,885	3,128,181	3,000%	0.000%	0.000%	0.000%	3,000%	3,222,026	84,742	242	84,984	183,620	97,451	2,183,620	2,123,440		
48-0008-000	TRACY PUBLIC SCHOOLS	11,080,790	512,519	11,593,309	817,351	8,506	835,857	899,278	1,355,674	14,684,118	3,000%	0.000%	0.0184%	0.2209%	3,2393%	15,159,775	861,622	6,543	868,165	1,939,587	1,374,594	-	10,977,429	12,358,476	
48-0300-000	TRI COUNTY PUBLIC SCHOOLS	6,005,050	424,242	6,429,292	473,123	3,462	476,585	327,785	1,075,382	8,314,044	3,000%	0.000%	0.2261%	0.6666%	3,2261%	8,582,266	481,845	2,818	484,663	549,736	7,248,729	448,376	6,766,746	7,248,729	
48-0303-000	MERIDIAN PUBLIC SCHOOLS	2,808,081	58,889	2,866,970	158,912	696	159,608	112,401	1,141,902	4,280,881	3,000%	0.000%	0.000%	0.0563%	4,0563%	4,454,528	176,818	619	177,437	159,356	1,142,143	284,119	3,259,711	3,559,373	
49-0033-000																									

72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	4,575,135	1,090,287	5,665,422	302,625	-	302,625	264,019	355,717	6,587,783	3.0000%	0.0000%	0.0000%	0.7857%	3.7857%	6,837,178	348,743	3,813	352,556	511,000	343,742	257,615	5,887,494	7%	461,145	6,348,639	
73-0017-000	MC COOK PUBLIC SCHOOLS	8,975,654	185,859	9,161,513	1,503,314	17,800	1,521,114	1,128,489	5,546,560	17,357,676	3.0000%	0.3000%	0.0000%	0.0901%	3.3904%	17,946,169	1,635,015	15,690	1,650,705	2,136,331	5,612,651	1,793,065	10,339,547	6%	1,041,461	11,381,008	
73-0179-000	SOUTHWEST PUBLIC SCHOOLS	4,763,877	29,242	4,793,119	406,572	495	407,067	192,660	444,042	5,836,888	3.0000%	5.1953%	0.0586%	0.7617%	9.0156%	6,363,120	511,142	621	511,763	334,179	534,957	-	4,982,221	7%	408,582	5,390,803	
74-0056-000	FALLS CITY PUBLIC SCHOOLS	8,367,329	477,098	8,844,427	1,265,161	7,480	1,273,641	808,928	1,482,945	12,409,941	3.0000%	0.0000%	0.0400%	0.3460%	3.3867%	12,830,229	1,249,650	1,645	1,251,295	1,620,970	1,456,096	-	8,492,868	6%	744,596	9,237,465	
74-0070-000	HUMBOLDT TABLE ROCK STEINER	5,493,364	240,469	5,733,833	552,040	499	552,089	449,862	441,590	7,177,374	3.0000%	1.5668%	0.0000%	0.0000%	4.5686%	7,505,281	639,252	5,760	645,012	932,016	657,650	714,232	6,174,835	7%	502,416	6,677,252	
75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	3,402,500	453,084	3,855,584	233,245	507	233,752	179,395	614,385	4,883,116	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	5,029,609	256,872	1,019	257,891	353,147	538,606	669	3,880,634	7%	341,818	4,222,452	
76-0002-000	CRETE PUBLIC SCHOOLS	12,160,732	1,919,192	14,079,924	1,441,845	6,209	1,448,054	1,306,796	10,934,260	27,769,034	3.0000%	2.8051%	0.1403%	0.5536%	6.4990%	29,573,748	1,810,895	6,620	1,817,515	2,628,975	12,525,835	1,555,516	14,156,939	6%	1,666,142	15,823,081	
76-0044-000	DORCHESTER PUBLIC SCHOOL	3,040,404	-	3,040,404	258,746	-	258,746	151,688	503,382	3,954,220	3.0000%	1.1163%	0.2791%	0.7674%	5.1628%	4,158,368	297,449	-	297,449	309,970	590,470	59,392	3,019,871	7%	276,795	3,296,666	
76-0062-000	FRIEND PUBLIC SCHOOLS	3,086,925	94,949	3,181,874	320,004	1,122	321,126	144,844	386,680	4,234,524	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	4,361,560	418,090	1,114	419,204	276,502	362,057	5,965	3,209,762	7%	296,417	3,606,179	
76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	6,404,151	757,576	7,161,727	789,269	27,907	817,176	417,449	1,314,475	9,710,827	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	10,002,152	832,796	24,946	857,742	817,298	1,230,403	90,556	7,669,915	6%	582,650	7,769,515	
77-0001-000	BELLEVEUE PUBLIC SCHOOLS	47,172,809	47,172,809	6,586,508	170,010	-	6,756,518	5,226,395	113,201,566	3.0000%	0.0000%	0.0000%	0.2979%	3.3592%	117,004,224	6,880,939	98,474	6,979,413	14,949,646	50,478,429	51,363,959	-	1,107,124	48,707,860	5%	5,660,078	51,363,959
77-0021-000	PAPILLONE LA VISTA COMMUNITY SCHOOLS	2,020,202	-	2,020,202	83,093,302	57,879	12,533,204	8,315,275	26,672,225	332,551,006	3.0000%	0.0000%	0.0477%	0.2406%	3.2903%	136,912,329	14,300,867	64,510	14,365,377	17,855,831	21,261,221	5,166,884	88,596,784	4%	5,302,040	93,898,824	
77-0037-000	SPRINGFIELD PUBLIC SCHOOLS	42,856,068	1,800,000	44,656,068	6,711,263	256,826	6,968,089	3,495,744	23,145,814	78,265,715	3.0000%	4.1048%	0.0599%	0.2108%	7.3755%	84,038,202	7,991,570	114,889	8,106,459	8,038,129	16,936,115	-	20,927,502	5%	3,913,286	54,840,787	
77-0046-000	GRENFIELD PLATTEVIEW COMMUNITY SCHOOL	12,567,341	4,084,343	16,651,684	3,098,299	243,403	3,341,702	4,084,343	2,921,829	23,658,676	3.0000%	1.5181%	0.0000%	0.3177%	4.8358%	24,802,720	3,425,850	335,898	3,761,748	1,716,175	3,265,648	353	16,109,552	6%	1,419,521	17,529,073	
78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHS	8,444,764	-	8,444,764	1,137,036	3,702	1,140,738	788,555	1,884,669	12,258,726	3.0000%	0.0000%	0.0000%	0.2319%	3.2319%	12,654,914	1,321,368	395,654	1,717,022	1,602,188	2,070,388	-	7,265,315	6%	735,524	8,000,839	
78-0009-000	YUTAN PUBLIC SCHOOLS	3,950,960	333,333	4,284,293	493,089	1,749	493,838	293,870	2,612,272	7,684,273	3.0000%	0.0000%	0.0633%	0.0000%	3.0633%	7,919,665	582,191	2,380	584,571	647,801	341,272	4,778,816	6%	461,056	5,239,874		
78-0039-000	WAHOO PUBLIC SCHOOLS	10,194,026	1,828,283	12,022,309	1,153,249	7,688	1,160,937	1,027,056	1,749,145	15,958,527	3.0000%	0.0000%	0.0145%	0.2027%	3.2172%	16,471,942	1,230,522	6,907	1,237,429	1,993,806	1,817,362	6,481	11,429,825	6%	957,512	12,387,337	
78-0072-000	MEAD PUBLIC SCHOOLS	3,635,894	690,075	4,325,969	290,459	2,732	293,191	138,195	1,126,662	5,884,017	3.0000%	0.3089%	0.0000%	0.0579%	3.3668%	6,082,120	359,489	2,331	361,820	282,786	361,820	-	4,188,748	7%	411,887	4,800,629	
78-0107-000	CEDAR BLUFFS PUBLIC SCHOOLS	2,661,606	303,030	2,964,636	449,329	2,520	451,849	318,056	3,893,955	7,628,496	3.0000%	0.0000%	0.0000%	0.1756%	3.1756%	7,870,750	475,622	2,832	478,454	614,974	3,882,231	2	2,895,099	7%	533,995	3,429,088	
79-0021-000	MINARET PUBLIC SCHOOLS	489,192	50,101	540,293	159,985	4,335	164,320	157,613	2,884,220	3,755,446	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	3,868,109	151,231	2,593	153,824	265,903	2,856,202	36,399	527,109	7%	252,881	880,991	
79-0111-000	MORRILL PUBLIC SCHOOLS	4,515,151	227,273	4,742,424	328,319	1,482	329,801	218,965	2,011,841	7,903,031	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	7,522,122	409,633	1,337	410,970	1,430,500	270,121	5,417,403	7%	511,212	5,928,615		
79-0016-000	GERING PUBLIC SCHOOLS	9,559,841	579,391	10,139,232	1,449,066	-	1,449,066	872,672	9,674,176	22,135,146	3.0000%	0.0000%	0.0000%	0.6791%	3.6791%	22,949,524	1,987,498	-	1,987,498	1,557,216	9,636,597	536,014	10,304,227	6%	1,328,109	11,632,336	
79-0031-000	MITCHELL PUBLIC SCHOOLS	2,861,952	343,434	3,205,386	399,477	1,782	401,259	335,554	4,641,641	8,583,840	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	8,841,355	495,170	1,885	497,055	583,934	4,238,718	-	14,468,811	6%	515,030	4,461,620	
79-0032-000	SCOTTSBLUFF PUBLIC SCHOOLS	15,270,907	1,842,354	17,113,261	3,212,784	12,476	3,225,260	2,348,670	18,597,273	41,284,464	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	42,522,998	3,857,652	19,460	3,877,112	5,842,631	18,334,444	-	16,468,811	5%	2,064,223	16,533,034	
80-0005-000	MILFORD PUBLIC SCHOOLS	7,253,750	269,918	7,523,668	784,145	7,004	791,149	436,010	2,559,628	11,310,455	3.0000%	0.0000%	0.0191%	0.0573%	3.0763%	11,658,403	909,355	6,457	915,812	1,106,606	1,742,370	250	8,789,865	6%	678,627	9,468,492	
80-0009-000	SEWARD PUBLIC SCHOOLS	13,350,505	171,717	13,522,222	2,028,528	1,727	2,030,255	1,058,671	2,460,649	19,071,797	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	19,643,951	1,985,965	1,479	1,987,444	2,361,740	2,413,080	1,088	12,882,775	6%	1,144,308	14,027,083	
80-0057-000	CENTENNIAL PUBLIC SCHOOLS	7,393,279	606,061	7,999,340	668,680	5,768	674,448	430,800	784,969	9,889,727	3.0000%	0.4556%	0.0000%	0.0000%	3.4556%	10,231,475	904,905	4,569	909,474	826,937	777,640	-	833,136	7%	692,281	9,925,926	
81-0003-000	HAY SPRINGS PUBLIC SCHOOLS	1,728,788	111,111	1,839,899	176,200	1,455	177,655	52,507	1,593,844	3,663,905	3.0000%	0.0000%	0.0794%	0.0000%	3.7149%	3,799,993	225,329	1,620	227,549	138,482	1,09,465	-	1,925,124	7%	256,473	2,181,597	
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	8,083,882	101,010	8,184,892	632,219	1,161	633,380	453,874	818,398	10,090,544	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	10,393,260	627,218	9,639	636,857	690,550	808,246	-	8,650,342	6%	605,433	9,255,757	
82-0001-000	LOUP CITY PUBLIC SCHOOLS	4,931,726	308,081	5,239,807	313,211	2,037	321,348	103,310	464,713	6,129,178	3.0000%	0.2857%	0.0000%	0.0000%	3.2857%	6,330,565	428,344	1,789	427,133	449,810	473,941	55,252	5,034,933	7%	429,042	5,463,976	
82-0015-000	LITCHFIELD PUBLIC SCHOOLS	2,641,414	101,010	2,742,424	313,211	385	313,596	102,964	189,219	3,148,203	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	3,242,649	138,263	755	139,018	183,572	234,951	-	2,685,108	7%	220,374	2,905,482	
83-0050-000	SIOUX COUNTY PUBLIC SCHOOLS	3,025,609	129,952	3,155,561	121,998	358	122,356	102,758	130,619	4,180,994	3.0000%	2.4691%	0.0000%	0.0000%	5.4691%	4,409,658	135,838	591	136,429	188,424	332,960	-	3,920,845	7%	292,670	4,213,515	
84-0003-000	STANTON COMMUNITY SCHOOLS	5,659,802	428,786	6,088,588	556,286	2,582	558,868	361,012	663,819	7,672,287	3.0000%	1.1019%	0.0000%	0.3719%	4.4738%	8,015,532	576,983	2,752	579,735	747,668	666,704	91,200	6,112,625	7%	537,060	6,649,685	
85-0069-000	DESHLER PUBLIC SCHOOLS	3,911,923	151,515	4,063,438	348,771	716	349,487	384,651	551,671	5,349,247	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	5,509,724	358,461	694	359,155	624,775	515,653	-	4,117,382	7%	374,447	4,491,83	



August 14, 2023

TO: Public School Superintendents
FR: School Finance & Organization Services
RE: Changes to Enrollment Option Process

NEW Enrollment Option Reporting Requirements Starting with the 2023/2024 School Year:
Due to recent changes of LB705, school districts will now be required to track and report the reason any Enrollment Option application is denied. School districts will be required to submit the data to the Department of Education at the end of the 2023/24 school year. The Department of Education will compile a report to be submitted to the Legislature by September 1 each year.

Districts MUST immediately begin tracking the number of applications denied, explanation for denial, if applicant stated there was an IEP, or the student has been diagnosed with a disability as defined in section 79-1118.01 and whether the applicant was provided the specific reason for denial.

Changes to the Review of Applications:

The school board of each school district shall adopt by resolution specific capacity standards for acceptance and rejection of enrollment option applications.

Capacity for special education services shall be determined on a case-by-case basis. If an application indicates that the student has an individualized education program or has been diagnosed with a disability as defined in section 79-1118.01, such application shall be evaluated by the school district's director of special education services or the school district's designee who shall then determine if the appropriate class, grade level, or school building has the capacity to provide the applicant the appropriate services and accommodations.

For all other students, per State Statute: standards may include the capacity of a program, class, grade level, or school building shall be determined by setting a maximum number of option students that a district will accept in any program, class, grade level, or school building, based upon available staff, facilities, projected enrollment of resident students, and projected number of students with which the option school district based on existing contractual arrangements

If an application is rejected by an option district or a resident district rejects a request from release, the rejecting district shall provide written notification stating the specific reasons for the rejection including, for students with an IEP or with a diagnosed disability a description of services and accommodations required that the school district does not have the capacity to provide, and the process for appealing such rejections to the State Board of Education. Such notification shall be sent by certified mail.

Additional Requirements:

A school board may, by resolution, declare a program, class, or school unavailable to option students for the next school year due to lack of capacity. School districts setting capacity limits shall be required annually to establish, publish on their website, and report the capacity for each school building or program prior to October 15th for the next school year.

For questions, please contact:

Michelle Cartwright / michelle.cartwright@education.gov / 402.450.0867 or

Kevin Lyons / kevin.lyons@education.gov / 402.450.1418

Website: [Enrollment Option Program – Nebraska Department of Education](#)

RESOLUTION ON SCHOOL DISTRICT STANDARDS FOR ACCEPTANCE OR REJECTION OF OPTION ENROLLMENT APPLICATIONS

WHEREAS, Ralston Public Schools is committed to providing an education of high quality to its students in an economically efficient manner; and

WHEREAS, the school district’s faculty, facilities, and equipment can serve only a limited number of students effectively; and

WHEREAS, the Ralston Board of Education, in consultation with the administration, has reviewed the school district’s faculty, facilities, equipment, interdisciplinary efforts and interrelationships of grades, subjects, and faculty; and has determined the maximum number of students it can serve effectively at any given grade level and in total;

NOW, THEREFORE BE IT RESOLVED that the board adopts the following standards for acceptance or rejection of option enrollment applications:

Special Education Capacity. Capacity for special education services will be determined on a case-by-case basis. If an application for option enrollment received by the school district indicates that the student has an individualized education program under the federal Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., or has been diagnosed with a disability as defined in section 79-1118.01, the application will be evaluated by the director of special education services or the director's designee who must determine if the school district and the appropriate class, grade level, or school building has the capacity to provide the applicant the appropriate services and accommodations. The Federal Educational Rights and Privacy Rights Act (FERPA) (20 U.S.C. § 1232g) permits the release of education records when a student seeks or intends to enroll in a different school district.

Numeric Capacity. The capacity in the following grade levels, programs, classes, and/or school buildings is as follows:

- Grade Level Numeric Capacity: _____
- Program Numeric Capacity: _____
- Class Numeric Capacity: _____
- School Building Numeric Capacity: _____

Total enrollment for the school district: _____ students.

Programmatic Capacity. The board declares the following grade levels, programs, classes, and school buildings to be at capacity such that no option applications into any of the following will be accepted: _____.

Other Standards. The school district shall not accept an option student when acceptance of the student:

- (a) Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
- (b) Would require the procurement of new equipment, technology, or furnishings;
- (c) Would cause or require the rearrangement of caseloads for staff and contracted professionals;
- (d) Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;
- (e) May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.

After the above resolution was read, board member _____ moved for passage of the motion. Board member _____ seconded the motion. After discussion, and on roll call vote, the following members voted in favor of the motion: _____.

The following members voted against the motion:
_____.

The following members did not vote:
_____.

Having been consented to by a majority of the voting members, the board president declared the motion to have been passed and adopted.

Dated this ___ day of _____, 202_.

President, Board of Education

2024 Legislative Session*

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

Sun	Mon	Tues	Wed	Thur	Fri	Sat
February						
				1 DAY 20	2 DAY 21	3
4	5 DAY 22	6 DAY 23	7 DAY 24	8 DAY 25	9 RECESS	10
11	12 DAY 26	13 DAY 27	14 DAY 28	15 DAY 29	16 RECESS	17
18	19 HOLIDAY	20 DAY 30	21 DAY 31	22 DAY 32	23 DAY 33	24
25	26 RECESS	27 DAY 34	28 DAY 35	29 DAY 36		

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

Sun	Mon	Tues	Wed	Thur	Fri	Sat
April						
	1 RECESS	2 DAY 53	3 DAY 54	4 DAY 55	5 DAY 56	6
7	8 RECESS	9 DAY 57	10 DAY 58	11 DAY 59	12 RECESS	13
14	15 RECESS	16 RECESS	17 RECESS	18 DAY 60	19	20
21	22	23	24	25	26	27
28	29	30				

Federal & State Holidays

January 15 – Martin Luther King Jr. Day
February 19 – Presidents' Day

Legislative Recess Days

January 29
February 9, 16, 26
March 1, 8, 11, 22, 29
April 1, 8, 12, 15, 16, 17

*The Speaker reserves the right to revise the session calendar.

2023 ADVOCACY HANDBOOK

FOR THE 2023 LEGISLATIVE SESSION

NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2023
AND A GUIDE FOR EFFECTIVE ADVOCACY

AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 18, 2022

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

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



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108TH LEGISLATURE, 1ST SESSION

CAN YOU REALLY MAKE A DIFFERENCE? YES YOU CAN!

No one is more qualified to talk about your school district, your community, and your needs related to providing a quality education than you! With your help, NASB is an advocate for public education and local school governance ... and YOUR collective voice in the Legislature.

- NASB strives to serve its members to work as a team with legislators and state officials, to share the story of their district/ESU, to secure laws and regulations that benefit all of Nebraska's public schools, lobbying in support of your school board and local control.
- NASB is guided by a legislative agenda that is developed annually by YOU, initiated with submissions from YOU, and approved at the NASB's Delegate Assembly each November by YOU.

DID YOU KNOW: #weLIVEhere

79% of Nebraska's 1,700 locally elected School Board Members serve at or within 100 miles of where they graduated ... with 51% serving AT the district they graduated from. You are a locally 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.



We encourage all boards to include a legislative update as a part of each meeting, and to discuss/share key legislative information within your community. Advocacy is year-round, not just during the session itself. Bookmark the Government Relations page of www.NASBOnline.org for updates and information, and make sure to utilize NASB's *Legislative Notes*, videos, NASB's Bills page and more, summarizing all of the pertinent items related to public education in Nebraska.

2023 LEGISLATIVE CALENDAR

January 4	2023 Legislative Session begins
January 18	Day 10: Last day to introduce bills
January 22-23	Legislative Issues Conference - Embassy Suites Lincoln
June 9	Day 90: Final Day of the 2023 Legislative Session
July 1	Call for Legislative Submissions for 2024 consideration due
November 17	2023 Delegate Assembly - Omaha

(All Dates are Tentative & Subject to Change)

TABLE OF CONTENTS

Welcome - Your Role, Advocacy & Engagement	2-3
Your 2023-24 State Senators	4-5
Your 2023 NASB Legislation Committee	6
NASB Positions: What Does This Represent?	7
Your 2023 Legislative Resolutions	8
Your NASB Standing Positions	9-15

YOUR ROLE - ADVOCACY & ENGAGEMENT

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108TH LEGISLATURE, 1ST SESSION

SHARE YOUR STORY

ASK YOURSELF: HOW CAN YOU BEST SHARE YOUR DISTRICT'S STORY?

LEGISLATORS CARE ABOUT YOUR OPINION.

REMINDE THEM, YOU ARE THEIR NEIGHBOR.

VOTERS ALSO PUT YOU IN OFFICE.

YOU HAVE AN INFLUENTIAL ROLE IN YOUR COMMUNITY.

YOU KNOW BETTER THAN ANYONE THE EFFECT OF A STATE DECISION.

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

BUDGET

GENERAL FUND LEVY - BUILDING FUND LEVY

% OF BUDGET FOR SPECIAL ED

% OF BUDGET FOR ADMINISTRATIVE COSTS

DISTRICT VALUATION

KIDS

% KIDS ON FREE & REDUCED LUNCH

% OF KIDS IN ELL

OF NET OPTION STUDENTS

GRADUATION RATE/ACHIEVEMENT DATA

SCHOOL

ENROLLMENT

OF KIDS IN PRE-SCHOOL

AVERAGE CLASS SIZE

OF BUILDINGS / # OF TEACHERS

WHAT CAN NASB DO FOR YOU?

Assist you in preparing testimony, talking points, emails, or Op-Eds; facilitate Senator introductions and meetings in your district or the Capitol; feature your district visits with Senators; brief your board at a meeting in your community; and more ... Just ASK!

YOUR NASB LEGISLATIVE TEAM & RESOURCES

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

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

John Spatz - Executive Director - jspatz@NASBOnline.org

Lindsey Wooton - Administrative Specialist - lwooton@NASBOnline.org



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Key Hashtags: [#liveNASB](https://twitter.com/hashtag/liveNASB) [#weLIVEhere](https://twitter.com/hashtag/weLIVEhere)



Nebraska Legislature: www.nebraskalegislature.gov

Senators Web Pages: www.nebraskalegislature.gov/senators

YOUR 2023-24 STATE SENATORS

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108TH LEGISLATURE, 1ST SESSION



Sen. Julie Slama
District 1
Dunbar



Sen. Robert Clements
District 2
Elmwood



Sen. Carol Blood
District 3
Bellevue



Sen. Brad von Gillern
District 4
Elkhorn



Sen. Mike McDonnell
District 5
Omaha



Sen. Machaela Cavanaugh
District 6
Omaha



Sen. Tony Vargas
District 7
Omaha



Sen. Megan Hunt
District 8
Omaha



Sen. John Cavanaugh
District 9
Omaha



Sen. Wendy DeBoer
District 10
Omaha



Sen. Terrell McKinney
District 11
Omaha



Sen. Merv Riepe
District 12
Ralston



Sen. Justin Wayne
District 13
Omaha



Sen. John Arch
District 14
Papillion



Sen. Lynne Walz
District 15
Fremont



Sen. Ben Hansen
District 16
Blair



Sen. Joni Albrecht
District 17
Thurston



Sen. Christy Armendariz
District 18
Omaha



Sen. Robert Dover
District 19
Norfolk



Sen. John Fredrickson
District 20
Omaha



Beau Ballard
District 21
Lincoln



Sen. Mike Moser
District 22
Columbus



Sen. Bruce Bostelman
District 23
Brainard



Sen. Jana Hughes
District 24
Seward



Sen. Suzanne Geist
District 25
Lincoln

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108TH LEGISLATURE, 1ST SESSION



Sen. George Dungan
District 26
Lincoln



Sen. Anna Wishart
District 27
Lincoln



Sen. Jane Raybould
District 28
Lincoln



Sen. Eliot Bostar
District 29
Lincoln



Sen. Myron Dorn
District 30
Adams



Sen. Kathleen Kauth
District 31
Omaha



Sen. Tom Brandt
District 32
Plymouth



Sen. Steve Halloran
District 33
Hastings



Sen. Loren Lippincott
District 34
Central City



Sen. Raymond Aguilar
District 35
Grand Island



Sen. Rick Holdcroft
District 36
Bellevue



Sen. John Lowe
District 37
Kearney



Sen. Dave Murman
District 38
Glenvil



Sen. Lou Ann Linehan
District 39
Elkhorn



Sen. Barry DeKay
District 40
Niobrara



Sen. Tom Briese
District 41
Albion



Sen. Mike Jacobson
District 42
North Platte



Sen. Tom Brewer
District 43
Gordon



Sen. Teresa Ibach
District 44
Sumner



Sen. Rita Sanders
District 45
Bellevue



Sen. Danielle Conrad
District 46
Lincoln



Sen. Steve Erdman
District 47
Bayard



Sen. Brian Hardin
District 48
Gering



Sen. Jen Day
District 49
Gretna



Gov. Jim Pillen

YOUR 2023 NASB LEGISLATION COMMITTEE

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108TH LEGISLATURE, 1ST SESSION



Sandy Noffsinger (Chair)
NASB President-Elect
Dundy County Stratton



Kim Burry
NASB President
Bayard



Stacy Jolley
NASB Vice President
Millard



Member 1
Spencer Head
Omaha



Member 2
Jane Erdenberger
Omaha



Member 3
Bob Rauner
Lincoln



Member 4
Kathy Danek
Lincoln



Member 5
Sarah Centineo
Bellevue



Member 6
Beth Morrisette
Westside



Member 7
Suzanne Sapp
Ashland-Greenwood



Member 8
Amanda McGill Johnson
Millard



Member 9
Drew Blessing
Kearney



Member 10
Marla Grier
South Sioux City



Member 11
Doug Keener
Mitchell



Member 12
Ryne Seaman
Seward



Member 13
Steve Blocher
West Point



Member 14
Jim Vlach
Lyons-Decatur



Member 15
Brian Quackenbush
Tri County



Member 16
Judy Thompson
ESU 16



Appointed Member
Lisa Albers
Grand Island



Appointed Member
Skip Altig
North Platte



Appointed Member
Brian Copsy
Gering



Appointed Member
Kyle Fisher
Springfield Platteview



Appointed Member
Steve Koch
Hershey



Appointed Member
Stephanie Summers
David City



Appointed Member
Lisa Wagner
Central City



Appointed Member
Brad Wilkins
Ainsworth

For Even Number Members, Term Ends 2024. For Odd Numbered Members, Term Ends 2026. Appointed Members Serve One-Year Term

NASB POSITIONS ENCLOSED

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108TH LEGISLATURE, 1ST SESSION

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

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

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

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

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

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

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 2023 LEGISLATIVE RESOLUTIONS

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108TH LEGISLATURE, 1ST SESSION

... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 5, 2022
... AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 20, 2022
... AND APPROVED BY THE DELEGATE ASSEMBLY ON NOVEMBER 18, 2022

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.

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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.

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.

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.

UPDATING NOTICE REQUIREMENTS

NASB supports updating notice requirements for all school board meetings that recognizes available technology.

YOUR NASB STANDING POSITIONS

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108TH LEGISLATURE, 1ST SESSION

... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 5, 2022
... AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 20, 2022
... AND APPROVED BY THE DELEGATE ASSEMBLY ON NOVEMBER 18, 2022

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.

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BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

CONDITIONS OF CHILDREN

CURRICULUM & INSTRUCTION

FUNDING & FINANCE

GOVERNANCE & STRUCTURE

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

STATE POLICY

S-4 — COLLABORATIVE SERVICES TO YOUTH

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

S-5 — LEADERSHIP TEAM

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

S-6 — PARENT INVOLVEMENT

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

S-7 — POLICY

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

S-8 — USE OF ACCOUNTABILITY DATA FOR SCHOOL IMPROVEMENT

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

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — BOARD DEVELOPMENT

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

S-2 — BOARD RECOGNITION

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

S-3 — BUSINESS AND EDUCATION PARTNERSHIPS

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

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108TH LEGISLATURE, 1ST SESSION

CONDITIONS OF CHILDREN

S-9 — ABUSE OF ALCOHOL, TOBACCO, & OTHER DRUGS

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

S-10 — AT-RISK STUDENTS AND THE ACHIEVEMENT GAP

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

S-11 — COOPERATION WITH HHS

NASB supports legislation which mandates cooperation and consultation with school districts as it relates to the placement of children under the custody of DHHS. Comprehensive information about a child’s educational needs should be shared with a school district prior to the placement of a student in a new school district. (2020)

S-12 — EARLY CHILDHOOD EDUCATION

NASB supports quality early childhood education programs accessible to all children and advocates programs that provide age-appropriate activities to prepare children for school. (prior to 1995)

S-13 — 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. (1998, amended 2016)

S-14 — 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. (1996, amended 2016)

S-15 — LIABILITY FOR MEDICATION ADMINISTRATION

NASB supports legislation that would limit the liability of a school district and school district representatives for the administering of prescription medication to students. (1999, amended 2013, 2016)

S-16 — NUTRITION EDUCATION/STUDENT WELLNESS

NASB believes that wellness programs for schools should emphasize healthy lifestyles and eating habits, mindful of all eating disorders, as well as obesity. (2004)

S-17 — SAFE SCHOOL ENVIRONMENT

NASB supports efforts to provide a school environment that is free from weapons, harassment, bullying, violence, drugs (including alcohol and tobacco), and other factors which threaten the safety of students and staff. (1997, amended 2012)

S-18 — STATEWIDE POVERTY/TRAUMA FUNDING

NASB recognizes the growing number of public school students across the state that are living in impoverished conditions and/or with traumatic experiences. NASB supports the use of research-based science to strengthen policy, program design and funding that targets those impacted by persistent poverty and/or trauma. (2017)

S-19 — STUDENT DISCIPLINE

NASB opposes legislative mandates related to student discipline. NASB supports student discipline as an essential, mutual responsibility of parents, teachers, and administrators, with final responsibility resting with school boards. (1999, amended 2019)

CURRICULUM & INSTRUCTION

S-20 — ACCESS TO EQUAL EDUCATION OPPORTUNITIES

NASB supports equal educational opportunities for all students, regardless of their race, wealth or family circumstance, and urges the Legislature, the State Department of Education, and boards of education to remove all barriers that may prevent any child from having full access to such education opportunities. (1995, amended 2009)

S-21 — ACHIEVEMENT TEST SCORE USE

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

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108TH LEGISLATURE, 1ST SESSION

S-22 — ASSESSMENT OF STUDENT LEARNING

NASB supports multiple approaches to assess student learning, with decisions on assessment made at the local district level, and opposes a single “high-stakes” testing procedure. (2001)

S-23 — CULTURAL DIVERSITY

NASB urges all boards of education to support and implement curriculum which recognizes cultural diversity and enhances the knowledge of students about various ethnic and cultural backgrounds. (prior to 1995)

S-24 — CURRICULUM ADOPTION

NASB opposes legislative mandates addressing curriculum and testing. NASB supports the adoption of curriculum by local school boards and the State Board of Education. (2019)

S-25 — LIBRARY/MEDIA CONTENT

NASB supports that school district library/media content is a local decision. (2022)

S-26 — RESPONDING TO SPECIAL EDUCATION COSTS

NASB supports legislative efforts to give school districts that incur unforeseeable additional special education expenses assistance to alleviate cash flow problems. (2005)

S-27 — STUDENT EXPRESSION

NASB supports the authority of the local boards of education and school administration to regulate the content of school-sponsored publications and curriculum. (1997, amended 2009)

S-28 — TECHNOLOGY

NASB supports equal access to current technology for all school districts so they may engage all students in the curriculum, to equip them for an increasingly technological society and job market, and to provide them greater access to education services. (prior to 1995)

FUNDING & FINANCE

S-29 — ACCOUNTING OF FUNDS

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

S-30 — 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)

S-31 — COMPENSATION FOR STATEWIDE STANDARDS & ASSESSMENTS

NASB supports adequate funding to compensate school districts/ESUs for the cost of implementing and managing the statewide learning standards and assessments. (2008, amended 2009, 2013)

S-32 — ELIMINATION OF BUDGET RESERVE LIMITS

NASB supports legislation that eliminates reserve limitation in the Tax Equity and Educational Opportunities Support Act and in debt service funds. (2000, amended 2001)

S-33 — ELIMINATION OF EXPENDITURE LIMITATION

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

S-34 — ESU CORE SERVICES FUNDING

NASB supports legislation to adequately fund Educational Service Units in a manner that allows successful implementation of statewide educational initiatives that are developed by law in conjunction with the Nebraska Department of Education. (2009, amended 2015)

S-35 — FINANCING CAPITAL IMPROVEMENTS

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

S-36 — 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)

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108TH LEGISLATURE, 1ST SESSION

S-37 — FOR-PROFIT ENTITIES OPERATING IN TAX-EXEMPT ZONES

NASB supports legislation to ensure equitable tax payments by for-profit business ventures operating on publicly owned or otherwise exempt property. (2003)

S-38 — FUNDING OF MANDATED PROGRAMS

NASB urges full funding by the state and federal governments at statutory levels of all programs, standards, activities, and services mandated to public schools and ESUs by the Legislature and Congress, and further urges that any unfunded mandates allow authority for supplementary appropriations or outside levy lid funding. (1997, amended 2012, 2017, 2019)

S-39 — FUNDING: SCHOOL DISTRICT INFRASTRUCTURE, SITE PURCHASES AND BUILDING OPERATING EXPENSES

NASB supports legislation that would provide an alternative to property taxes for financing facility development, maintenance, and operation. (2003)

S-40 — GENERAL FUND RESERVE LIMIT EXCEPTION

NASB supports legislation that would not allow school districts to be penalized or state aid to be adjusted, to a school disadvantage, when any type of error or correction is made in calculating the state aid formula. (1999, amended 2016)

S-41 — INCLUDING GIFTS, DONATIONS, OR FOUNDATION FUNDS AS RECEIVABLES

NASB opposes the inclusion of gifts, endorsements, donations, or foundation expenditures that are not regular operating expenses in the calculation of receivables in the state aid formula. (2000)

S-42 — 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)

S-43 — LEGISLATION IMPLEMENTATION

NASB supports the concept that any legislative bill that limits financial resources, or requires additional financial resources, is done within a timeframe that will not negatively affect the school's ability to prepare their budget. (1997, amended 2015, 2017, 2019)

S-44 — LEGISLATIVE REVIEW OF STATUTORY DEADLINES

NASB urges legislative review of the conflicting mandatory deadlines that affect school revenues and expenditures. (2011)

S-45 — PROPERTY TAX REFORM/RELIEF

Any legislative discussion on property tax and distribution of state aid should include participation from school board and ESU board members. (2015)

S-46 — REVENUE REDUCTIONS FOR SCHOOL DISTRICTS AFFECTED BY PROPERTY VALUATION LOSSES

NASB supports legislation that would create a hold harmless effect for districts which experience a decrease in valuation. (2004)

S-47 — SCHOOL DISTRICT OPTIONS IN DEALING WITH LARGE, UNANTICIPATED REVENUES

NASB supports legislation giving school boards options in dealing with large, unanticipated revenue increases in order to minimize fluctuations in state aid. (2000)

S-48 — SPECIAL BUILDING FUND TAX LEVY EXCLUSION

NASB supports amending the Nebraska Statutes that address budgeting and spending lid restrictions to allow school districts the ability to utilize up to fourteen cents of the Special Building Fund tax levy outside of the budgeting and spending lid restriction so that districts can plan for and fund capital improvement projects, building repairs and upgrades, and school district infrastructure needs. (2007, amended 2020)

S-49 — STATE FUNDING SYSTEM

NASB supports a stable, predictable, equitable, and adequate statewide education funding system that honors the Legislature's commitment to provide for free instruction in the common schools of this state, as guaranteed by the Nebraska Constitution, by prioritizing education funding in the state budget, and that:

- Invests in the education of all Nebraska public school children;
- Establishes a state fund or funding mechanism that assists Nebraska public schools with the costs of maintaining and constructing facilities;
- Reduces our dependence on local property taxes by drawing revenue from multiple funding sources;
- Promotes the responsibility of locally elected school boards to make sound, transparent school budget decisions;
- Provides funding in a timely and predictable manner;
- Includes the principle of equalization;
- Funds the total excess allowable costs for special education and support services; and
- Recognizes that a long-term solution to education funding will require an ongoing, collaborative effort to execute a vision and strategic plan to grow and diversify our economy. (1997, amended 2009, 2018)

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108TH LEGISLATURE, 1ST SESSION

S-50 — USE OF A UNIFORM VALUATION CALCULATION TO DETERMINE LOCAL RESOURCES AND STATE AID

NASB supports a property tax assessment system that utilizes uniform accounting practices to determine the property valuation number from which local and state officials can calculate both the local resources available to fund schools from property taxes, and the resulting calculation of state aid payments to school districts. (2003)

S-51 — 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, or donors to scholarship funds for non-public education. (prior to 1995, amended 2020)

GOVERNANCE & STRUCTURE

S-52 — ACCOUNTABILITY

NASB believes that boards of education are accountable to students, parents, taxpayers, and employees for providing education programs, striving for education excellence, identifying education needs, adopting clearly defined written policies, measuring the success of instruction programs, and interpreting and disseminating information to the public through a public relations plan. (prior to 1995)

S-53 — ALLIED SCHOOLS

NASB opposes legislation that would mandate the formation of an allied system of school districts. (2014, amended 2016)

S-54 — AMEND OPEN MEETINGS ACT FOR EVALUATIONS

NASB supports legislation to allow boards to go into executive session to discuss superintendent evaluations and/or for the narrowing down of superintendent candidates. (2017)

S-55 — AUTHORITY OF SCHOOL BOARDS

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

S-56 — CHARTER SCHOOLS

NASB believes that any charter schools, or the like, involved with any aspect of K-12 education be authorized by a public school district, be located within the boundaries of such public school district and be accountable to the authorizing district for their student achievement, finances and operations. (1998, amended 2015)

S-57 — DUTIES OF SCHOOLS

NASB believes that the primary function of Nebraska schools should be the education of students and that the Legislature should be discouraged from placing duties on school districts which are not directly related to education. (prior to 1995)

S-58 — E-MEETINGS - FULLY-IMPLEMENTED OR PARTIAL ALLOWABLE ATTENDANCE

NASB supports legislation which allows for school board members to participate in school board meetings via electronic means while still maintaining a quorum when necessitated for the health and safety of the board and public. Virtual meetings cannot impede the public's ability to participate. (2020)

S-59 — EDUCATIONAL SERVICE UNIT GOVERNANCE

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

S-60 — EDUCATIONAL SERVICE UNIT REORGANIZATION

NASB supports the continuation of ESUs as an effective means of delivering educational services to school districts and their students. Any reforms would provide for a statutory hold harmless provision in the distribution formula for Core Service funding when an Equity Unit reorganizes with any other ESU, and must be mindful of ESUs' essential role of delivering direct services and being responsible to the local school districts they serve. (2004, amended 2005)

S-61 — 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)

S-62 — ORGANIZATION

NASB opposes legislation that would mandate consolidation of districts or administration. NASB favors cooperation between school districts as well as ESUs to remove all barriers and penalties to promote orderly and voluntary reorganization into more efficient governing and administrative units to best serve the educational needs of Nebraska's children. (prior to 1995, amended 2008, 2015, 2017, 2019)

S-63 — 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)

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108TH LEGISLATURE, 1ST SESSION

S-64 — PUBLICATION OF MINUTES, RECEIPTS, & EXPENDITURES
NASB supports removing the requirement to publishing hearing notices and meeting minutes in public newspapers and supports the use of alternative means to communicate board activity. (2020)

S-65 — RESTRICTION OF RESOURCES & BOARD RESPONSIBILITIES
NASB supports legislation allowing local boards to function as elected officials and to continue to establish policies, including finance policies, as representatives of the constituents who elected them. (1997)

S-66 — SCHOOL ACTIVITIES
NASB supports direct involvement by boards of education in the governance and activities of the Nebraska School Activities Association. (prior to 1995)

S-67 — SCHOOL CALENDARS
NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-68 — ACTIVITY ASSIGNMENTS
NASB opposes legislation that would require a separate written employment contract for coaching or any other activity assignment that would require that a person be notified by a specified date of the termination of an assignment for the following year. (1999)

S-69 — COMPENSATION
NASB will support a concept of compensation for teachers which is not based solely upon the experience and education attainment of teachers as found on standard salary schedules. (1995)

S-70 — CRIMINAL BACKGROUND CHECKS
NASB supports legislation which would aid public schools and ESUs in obtaining criminal background history information on prospective and current employees, and personnel provided through any contract service provider or anyone working on school property. (1999, amended 2006)

S-71 — EMPLOYEE BONUSES AND INCENTIVES
NASB supports legislation creating a comprehensive plan to recruit, retain and reward highly qualified individuals for teaching professions throughout the state, including offering incentives to encourage employees to sign a contract of employment. (2001, amended 2015)

S-72 — EMPLOYEE SUPPORT
NASB recognizes the need to support district employees with their health and supports initiatives that provide for the physical and mental wellness of all school employees. (2020)

S-73 — MEDICAL INSURANCE
NASB supports the concept of exploring alternatives to the costs of health insurance for the purpose of assuring the greatest allocation of our financial resources to education programs and services for children. (prior to 1995, amended 2003)

S-74 — RECOGNITION
NASB urges local school boards to develop and implement programs which recognize individuals for significant accomplishments and community service, experience, and competency. (prior to 1995, amended 2014)

S-75 — RETIREMENT
NASB supports legislation to assure a retirement system that is sound, adequate, and sustainable for school districts and ESUs. (prior to 1995, amended 2012)

S-76 — SCOPE OF BARGAINING
NASB believes negotiations with employees should be limited to matters of employee salaries and fringe benefits, and opposes any attempt to broaden the scope of negotiations to include matters of policy and management rights. (prior to 1995)

S-77 — STAFF DEVELOPMENT AND EVALUATION
NASB supports in-service training, enrichment programs, and continuing education for professional staff. Regular evaluations of performance, competency in the subject areas, and demonstrated ability to instruct or manage, in part as shown through student performance, should be conducted to promote professional growth. (1995)

STATE POLICY

S-78 — 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)

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108TH LEGISLATURE, 1ST SESSION

S-79 — 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)

S-80 — CONSTITUTIONAL RIGHTS & RESPONSIBILITIES

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

S-81 — CORPORATE SPONSORSHIPS IN SCHOOLS

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

S-82 — EDUCATIONAL SERVICE UNITS

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

S-83 — 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.

(2009, amended 2016)

S-84 — INDEPENDENT SCHOOL DISTRICTS

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

S-85 — LOCAL CONTROL FOR PUBLIC PK-12 SCHOOLS

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

S-86 — LOCAL DISTRICT ADVOCACY

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

S-87 — NDE AUTHORITY

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

S-88 — NONPUBLIC SCHOOLS STANDARDS

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

S-89 — 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)

YOUR 2025 LEGISLATIVE RESOLUTIONS

. . . as approved by the Legislation Committee on August 16, 2024
. . . to be approved by the Board of Directors on August 17, 2024
. . . then submitted to the Delegate Assembly on November 22, 2024

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.

REMOVE

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.

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.

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.

MOVE TO STANDING POSITIONS

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 & Finance")

MENTAL & BEHAVIORAL HEALTH

NASB will support legislative efforts to provide services related to mental and behavioral health to school-age children across Nebraska. ("Conditions of Children")

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. ("Curriculum and Instruction")

UPDATING NOTICE REQUIREMENTS

NASB supports updating notice requirements for all school board meetings that recognizes available technology. ("Governance & Structure")

YOUR NASB STANDING POSITIONS

- ... as approved by the Legislation Committee on August 16, 2024
- ... to be approved by the Board of Directors on August 17, 2024
- ... then submitted to the Delegate Assembly on November 22, 2024

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

PS-1 – School and ESU Funding Must Be Predictable and Sustainable

Notwithstanding any current standing position or resolution, the NASB would consider the support of a school/ESU funding proposal only if it could be demonstrated to be predictable, sustainable, and it does not encroach on local control as defined by the locally elected school board or ESU members. (2024) (“Funding & Finance”)

PS-2 – Voting Higher Than a Simple Majority

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

PS-3 – Lower Local Effort Rate

NASB supports lowering the Local Effort Rate in TEEOSA which would increase equalization aid. (2024) (“Funding & Finance”)

PS-4 – Reset the Revenue Lid

NASB supports legislation requiring the Nebraska Department of Education to recalculate the revenue lid to add the amount of the special education reimbursement, or alternatively, to not include the special education reimbursement in the revenue restricted by the lid. (2024) (“Funding & Finance”)

See S-42 ...

S-42 — K-12 School Trust Land and Permanent School Fund

NASB opposes **any action that would reduce the** ~~reduction of any assets,~~ **or the value thereof,** of the school **land** trust or diversion of the Permanent School Fund. (prior to 1995, amended 2010, **2024**)

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — Board Development

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

S-2 — Board Recognition

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

S-3 — Business and Education Partnerships

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

S-4 — Collaborative Services to Youth

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

S-5 — Leadership Team

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

S-6 — Parent Involvement

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

S-7 — Policy

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

S-8 — Use of Accountability Data for School Improvement

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

CONDITIONS OF CHILDREN

S-9 — Abuse of Alcohol, Tobacco, & Other Drugs

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

S-10 — At-Risk Students and the Achievement Gap

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

S-11 — Cooperation with HHS

NASB supports legislation which mandates cooperation and consultation with school districts as it relates to the placement of children under the custody of DHHS. Comprehensive information about a child’s educational needs should be shared with a school district prior to the placement of a student in a new school district. (2020)

S-12 — Early Childhood Education

NASB supports quality early childhood education programs accessible to all children and advocates programs that provide age-appropriate activities to prepare children for school. (prior to 1995)

S-13 — 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. (1998, amended 2016)

S-14 — 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. (1996, amended 2016)

S-15 — Liability for Medication Administration

NASB supports legislation that would limit the liability of a school district and school district representatives for the administering of prescription medication to students. (1999, amended 2013, 2016)

S-16 — Nutrition Education/Student Wellness

NASB believes that wellness programs for schools should emphasize healthy lifestyles and eating habits, mindful of all eating disorders, as well as obesity. (2004)

S-17 — Safe School Environment

NASB supports efforts to provide a school environment that is free from weapons, harassment, bullying, violence, drugs (including alcohol and tobacco), and other factors which threaten the safety of students and staff. (1997, amended 2012)

S-18 — Statewide Poverty/Trauma Funding

NASB recognizes the growing number of public school students across the state that are living in impoverished conditions and/or with traumatic experiences. NASB supports the use of research-based science to strengthen policy, program design and funding that targets those impacted by persistent poverty and/or trauma. (2017)

S-19 — Student Discipline

NASB opposes legislative mandates related to student discipline. NASB supports student discipline as an essential, mutual responsibility of parents, teachers, and administrators, with final responsibility resting with school boards. (1999, amended 2019)

CURRICULUM & INSTRUCTION

S-20 — Access to Equal Education Opportunities

NASB supports equal educational opportunities for all students, regardless of their race, wealth or family circumstance, and urges the Legislature, the State Department of Education, and boards of education to remove all barriers that may prevent any child from having full access to such education opportunities. (1995, amended 2009)

S-21 — Achievement Test Score Use

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

S-22 — Assessment of Student Learning

NASB supports multiple approaches to assess student learning, with decisions on assessment made at the local district level, and opposes a single “high-stakes” testing procedure. (2001)

S-23 — Cultural Diversity

NASB urges all boards of education to support and implement curriculum which recognizes cultural diversity and enhances the knowledge of students about various ethnic and cultural backgrounds. (prior to 1995)

S-24 — Curriculum Adoption

NASB opposes legislative mandates addressing curriculum and testing. NASB supports the adoption of curriculum by local school boards and the State Board of Education. (2019)

S-25 – Library/Media Content

NASB supports that school district library/media content is a local decision. (2022)

S-26 — Responding to Special Education Costs

NASB supports legislative efforts to give school districts that incur unforeseeable additional special education expenses assistance to alleviate cash flow problems. (2005)

S-27 — Student Expression

NASB supports the authority of the local boards of education and school administration to regulate the content of school-sponsored publications and curriculum. (1997, amended 2009)

S-28 — Technology

NASB supports equal access to current technology for all school districts so they may engage all students in the curriculum, to equip them for an increasingly technological society and job market, and to provide them greater access to education services. (prior to 1995)

FUNDING & FINANCE

S-29 — Accounting of Funds

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

S-30 — 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)

S-31 — Compensation for Statewide Standards & Assessments

NASB supports adequate funding to compensate school districts/ESUs for the cost of implementing and managing the statewide learning standards and assessments. (2008, amended 2009, 2013)

S-32 — Elimination of Budget Reserve Limits

NASB supports legislation that eliminates reserve limitation in the Tax Equity and Educational Opportunities Support Act and in debt service funds. (2000, amended 2001)

S-33 — Elimination of Expenditure Limitation

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

S-34 — ESU Core Services Funding

NASB supports legislation to adequately fund Educational Service Units in a manner that allows successful implementation of statewide educational initiatives that are developed by law in conjunction with the Nebraska Department of Education. (2009, amended 2015)

S-35 — Financing Capital Improvements

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

S-36 — Fiscal Policy

NASB believes the Governor and Legislature must work together to create fiscal policy that will adequately fund public education statewide based upon the needs of students and not driven by a pre-set allocation of funds for education regardless of need. Nebraska demographics and student needs are dynamic, as are the changing education standards required to be competitive nationally and internationally. To meet this challenge, fiscal policy would be built upon a broad base with the lowest possible rates to provide stability in the tax base and revenue stream, provide local government with the tools to generate adequate financial resources, yet equalize financial support among taxpayers, and assure the principle of uniform assessment. (prior to 1995, amended 2009)

S-37 — For-Profit Entities Operating in Tax-Exempt Zones

NASB supports legislation to ensure equitable tax payments by for-profit business ventures operating on publicly owned or otherwise exempt property. (2003)

S-38 — Funding of Mandated Programs

NASB urges full funding by the state and federal governments at statutory levels of all programs, standards, activities, and services mandated to public schools and ESUs by the Legislature and Congress, and further urges that any unfunded mandates allow authority for supplementary appropriations or outside levy lid funding. (1997, amended 2012, 2017, 2019)

S-39 — Funding: School District Infrastructure, Site Purchases and Building Operating Expenses

NASB supports legislation that would provide an alternative to property taxes for financing facility development, maintenance, and operation. (2003)

S-40 — General Fund Reserve Limit Exception

NASB supports legislation that would not allow school districts to be penalized or state aid to be adjusted, to a school disadvantage, when any type of error or correction is made in calculating the state aid formula. (1999, amended 2016)

S-41 — Including Gifts, Donations, or Foundation Funds as Receivables

NASB opposes the inclusion of gifts, endorsements, donations, or foundation expenditures that are not regular operating expenses in the calculation of receivables in the state aid formula. (2000)

S-42 — K-12 School Trust Land and Permanent School Fund

NASB opposes **any action that would reduce the reduction of any assets, or the value thereof**, of the school **land** trust or diversion of the Permanent School Fund. (prior to 1995, amended 2010, **2024**)

S-43 — Legislation Implementation

NASB supports the concept that any legislative bill that limits financial resources, or requires additional financial resources, is done within a timeframe that will not negatively affect the school's ability to prepare their budget. (1997, amended 2015, 2017, 2019)

S-44 — Legislative Review of Statutory Deadlines

NASB urges legislative review of the conflicting mandatory deadlines that affect school revenues and expenditures. (2011)

S-45 — Property Tax Reform/Relief

Any legislative discussion on property tax and distribution of state aid should include participation from school board and ESU board members. (2015)

S-46 — Revenue Reductions for School Districts Affected by Property Valuation Losses

NASB supports legislation that would create a hold harmless effect for districts which experience a decrease in valuation. (2004)

S-47 — School District Options in Dealing with Large, Unanticipated Revenues

NASB supports legislation giving school boards options in dealing with large, unanticipated revenue increases in order to minimize fluctuations in state aid. (2000)

S-48 — Special Building Fund Tax Levy Exclusion

NASB supports amending the Nebraska Statutes that address budgeting and spending lid restrictions to allow school districts the ability to utilize up to fourteen cents of the Special Building Fund tax levy outside of the budgeting and spending lid restriction so that districts can plan for and fund capital improvement projects, building repairs and upgrades, and school district infrastructure needs. (2007, amended 2020)

S-49 — State Funding System

NASB supports a stable, predictable, equitable, and adequate statewide education funding system that honors the Legislature's commitment to provide for free instruction in the common schools of this state, as guaranteed by the Nebraska Constitution, by prioritizing education funding in the state budget, and that:

- Invests in the education of all Nebraska public school children;
- Establishes a state fund or funding mechanism that assists Nebraska public schools with the costs of maintaining and constructing facilities;
- Reduces our dependence on local property taxes by drawing revenue from multiple funding sources;
- Promotes the responsibility of locally elected school boards to make sound, transparent school budget decisions;
- Provides funding in a timely and predictable manner;
- Includes the principle of equalization;
- Funds the total excess allowable costs for special education and support services; and
- Recognizes that a long-term solution to education funding will require an ongoing, collaborative effort to execute a vision and strategic plan to grow and diversify our economy. (1997, amended 2009, 2018)

S-50 — Use of a Uniform Valuation Calculation to Determine Local Resources and State Aid

NASB supports a property tax assessment system that utilizes uniform accounting practices to determine the property valuation number from which local and state officials can calculate both the local resources available to fund schools from property taxes, and the resulting calculation of state aid payments to school districts. (2003)

S-51 — 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. or donors to scholarship funds for non-public education. (prior to 1995, amended 2020)

GOVERNANCE & STRUCTURE

S-52 — Accountability

NASB believes that boards of education are accountable to students, parents, taxpayers, and employees for providing education programs, striving for education excellence, identifying education needs, adopting clearly defined written policies, measuring the success of instruction programs, and interpreting and disseminating information to the public through a public relations plan. (prior to 1995)

S-53 — Allied Schools

NASB opposes legislation that would mandate the formation of an allied system of school districts. (2014, amended 2016)

S-54 — Amend Open Meetings Act for Evaluations

NASB supports legislation to allow boards to go into executive session to discuss superintendent evaluations and/or for the narrowing down of superintendent candidates. (2017)

S-55 — Authority of School Boards

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

S-56 — Charter Schools

NASB believes that any charter schools, or the like, involved with any aspect of K-12 education be authorized by a public school district, be located within the boundaries of such public school district and be accountable to the authorizing district for their student achievement, finances and operations. (1998, amended 2015)

S-57 — Duties of Schools

NASB believes that the primary function of Nebraska schools should be the education of students and that the Legislature should be discouraged from placing duties on school districts which are not directly related to education. (prior to 1995)

S-58 — E-meetings - Fully-implemented or Partial Allowable Attendance

NASB supports legislation which allows for school board members to participate in school board meetings via electronic means while still maintaining a quorum when necessitated for the health and safety of the board and public. Virtual meetings cannot impede the public's ability to participate. (2020)

S-59 — Educational Service Unit Governance

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

S-60 — Educational Service Unit Reorganization

NASB supports the continuation of ESUs as an effective means of delivering educational services to school districts and their students. Any reforms would provide for a statutory hold harmless provision in the distribution formula for Core Service funding when an Equity Unit reorganizes with any other ESU, and must be mindful of ESUs' essential role of delivering direct services and being responsible to the local school districts they serve. (2004, amended 2005)

S-61 — 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)

S-62 - Local Control and the Possession of Firearms on School Grounds

NASB supports the rights of local school boards to determine the appropriateness, guidelines, and ability for the possession of firearms by non-law enforcement personnel on school grounds or at school related activities. (2023)

S-63 — Organization

NASB opposes legislation that would mandate consolidation of districts or administration. NASB favors cooperation between school districts as well as ESUs to remove all barriers and penalties to promote orderly and voluntary reorganization into more efficient governing and administrative units to best serve the educational needs of Nebraska's children. (prior to 1995, amended 2008, 2015, 2017, amended 2019)

S-64 — Personal Liability

NASB opposes unnecessary laws which make individual members of a governing board of a political subdivision personally liable for damage judgements which result from lawsuits filed against the political subdivision. (prior to 1995, amended 2015)

S-65 — Publication of Minutes, Receipts, & Expenditures

NASB supports removing the requirement to publishing hearing notices and meeting minutes in public newspapers and supports the use of alternative means to communicate board activity. (2020)

S-66 — Restriction of Resources and Board Responsibilities

NASB supports legislation allowing local boards to function as elected officials and to continue to establish policies, including finance policies, as representatives of the constituents who elected them. (1997)

S-67 — School Activities

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

S-68 — School Calendars

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

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-69 — Activity Assignments

NASB opposes legislation that would require a separate written employment contract for coaching or any other activity assignment that would require that a person be notified by a specified date of the termination of an assignment for the following year. (1999)

S-70 — Compensation

NASB will support a concept of compensation for teachers which is not based solely upon the experience and education attainment of teachers as found on standard salary schedules. (1995)

S-71 — Criminal Background Checks

NASB supports legislation which would aid public schools and ESUs in obtaining criminal background history information on prospective and current employees, and personnel provided through any contract service provider or anyone working on school property. (1999, amended 2006)

S-72 — Employee Bonuses and Incentives

NASB supports legislation creating a comprehensive plan to recruit, retain and reward highly qualified individuals for teaching professions throughout the state, including offering incentives to encourage employees to sign a contract of employment. (2001, amended 2015)

S-73 — Employee Support

NASB recognizes the need to support district employees with their health and supports initiatives that provide for the physical and mental wellness of all school employees. (2020)

S-74 — Medical Insurance

NASB supports the concept of exploring alternatives to the costs of health insurance for the purpose of assuring the greatest allocation of our financial resources to education programs and services for children. (prior to 1995, amended 2003)

S-75 — Recognition

NASB urges local school boards to develop and implement programs which recognize individuals for significant accomplishments and community service, experience, and competency. (prior to 1995, amended 2014)

S-76 — Retirement

NASB supports legislation to assure a retirement system that is sound, adequate, and sustainable for school districts and ESUs. (prior to 1995, amended 2012)

S-77 — Scope of Bargaining

NASB believes negotiations with employees should be limited to matters of employee salaries and fringe benefits, and opposes any attempt to broaden the scope of negotiations to include matters of policy and management rights. (prior to 1995)

S-78 — Staff Development and Evaluation

NASB supports in-service training, enrichment programs, and continuing education for professional staff. Regular evaluations of performance, competency in the subject areas, and demonstrated ability to instruct or manage, in part as shown through student performance, should be conducted to promote professional growth. (1995)

STATE POLICY

S-79 — Advisory Groups

NASB requests that there be board of education representatives on all government commissions, councils, and committees which could have an impact on local school district policy or finance. (1995)

S-80 — 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)

S-81 — Constitutional Rights & Responsibilities

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

S-82 — Corporate Sponsorships in Schools

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

S-83 — Educational Service Units

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

S-84 — Guiding the P-16 Effort: 21st Century Skills

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

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

S-85 — Independent School Districts

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

S-86 — Local Control for Public PK-12 Schools

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

S-87 — Local District Advocacy

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

S-88 — NDE Authority

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

S-89 — Nonpublic Schools Standards

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

S-90 — 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)

Ralston Enrollment Report as of 08/26/2024

BLUMFIELD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	39	0	0	39	5
KG	2.00	38	2	0	40	0
01	2.00	44	2	0	46	0
02	2.00	36	6	0	42	0
03	2.00	36	7	0	43	0
04	2.00	39	8	0	47	1
05	2.00	31	9	1	41	0
06	2.00	36	13	0	49	0
Building Total:		299	47	1	347	6

KAREN WESTERN ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	24	0	1	25	0
KG	2.00	24	2	0	26	1
01	2.00	19	8	0	27	0
02	2.00	28	9	0	37	1
03	1.00	22	7	0	29	0
04	2.00	24	8	0	32	0
05	1.00	20	3	0	23	0
06	1.00	21	5	0	26	0
Building Total:		182	42	1	225	2

MEADOWS ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	37	0	3	40	0
KG	2.00	38	2	0	40	3
01	2.00	38	6	0	44	0
02	2.00	36	13	0	49	1
03	2.00	31	11	0	42	1
04	2.00	33	6	0	39	0
05	2.00	29	8	2	39	0
06	2.00	29	9	0	38	0
Building Total:		271	55	5	331	5

MOCKINGBIRD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	20	0	4	24	0
KG	3.00	53	3	1	57	0
01	3.00	58	8	0	66	0
02	3.00	55	7	1	63	0
03	3.00	68	8	0	76	0
04	3.00	46	11	0	57	0
05	2.00	42	7	0	49	0
06	3.00	56	19	0	75	1
Building Total:		398	63	6	467	1

Ralston Enrollment Report as of 08/26/2024

SEYMOUR ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	0	0	0	2	2	0
KG	2.00	25	6	0	31	0
01	2.00	33	2	3	38	1
02	2.00	29	7	1	37	1
03	2.00	31	5	1	37	1
04	2.00	36	7	2	45	2
05	2.00	35	7	1	43	0
06	2.00	38	4	4	46	1
Building Total:		227	38	14	279	6

WILDEWOOD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	35	0	0	35	1
KG	2.00	32	4	0	36	2
01	2.00	29	9	0	38	0
02	2.00	33	12	0	45	1
03	2.00	31	11	0	42	0
04	2.00	25	11	0	36	0
05	2.00	25	10	1	36	0
06	2.00	21	13	0	34	2
Building Total:		231	70	1	302	6

RALSTON MIDDLE SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
07		184	54	0	238	3
08		191	60	2	253	3
Building Total:		375	114	2	491	6

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
09		180	82	0	262	4
10		200	75	0	275	1
11		176	73	0	249	2

Ralston Enrollment Report as of 08/26/2024

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12		187	94	0	281	0
Building Total:		743	324	0	1067	7
<hr/>						
District Total:		2726	753	30	3509	39
KG:		210	19	1	230	6
01:		221	35	3	259	1
02:		217	54	2	273	4
03:		219	49	1	269	2
04:		203	51	2	256	3
05:		182	44	5	231	0
06:		201	63	4	268	4
07:		184	54	0	238	3
08:		191	60	2	253	3
09:		180	82	0	262	4
10:		200	75	0	275	1
11:		176	73	0	249	2
12:		187	94	0	281	0



Ralston
PUBLIC SCHOOLS

Superintendent Evaluation System

Board of Education Policy: 4057
AdvancED Standard: Leadership Capacity



4057

Superintendent Evaluation

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

Purpose. The purposes of the formal job evaluation are:

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

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

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

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

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



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

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

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

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

Superintendent Evaluation Process

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

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



Superintendent Evaluation Definitions:

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

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

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

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

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

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

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

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

Effective Practices

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



1. **Shared Vision and Strategic Direction**

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

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

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

3. **Collaboration with Families and Community**

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

4. **Continuous Improvement and Accountability**

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

5. **Teaching and Learning**

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

6. **Personnel Leadership**

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

7. **Systems Leadership and Management**

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

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

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

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

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



Effective Practices, Indicators, and Evidence Rubric

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Shared vision and strategic direction are not documented</i> • <i>Constituents and stakeholders have no or limited engagement in the vision/direction</i> • <i>No evidence of routine feedback or review</i> 	<ul style="list-style-type: none"> • <i>Vision or direction is documented</i> • <i>Some evidence of constituent engagement</i> • <i>Some evidence of feedback and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented and used to guide the district</i> • <i>Evidence of engagement with constituents in development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district</i> • <i>Evidence of engagement with constituents in development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review including input from board, administrators, teachers,</i> • <i>students, and parents</i>



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

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

Indicators and Evidence

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



Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Limited or inconsistent communication with board members</i> • <i>Policies are outdated, not in compliance with state or federal law, or not routinely reviewed</i> • <i>No evidence of collaborative practice to influence decisions impacting student learning</i> 	<ul style="list-style-type: none"> • <i>Provides updates and communicates regularly with board members</i> • <i>Policies are routinely updated</i> • <i>Uses some collaborative strategies at the local level</i> 	<ul style="list-style-type: none"> • <i>Engages board members in district needs and policy priorities</i> • <i>Policies are consistently reviewed and developed to incorporate state or federal policy, as needed</i> • <i>Some evidence of strategies to influence local, state, and national decisions</i> 	<ul style="list-style-type: none"> • <i>Actively and consistently engages board members in district needs and policy priorities</i> • <i>Evidence of leadership in compliance, review, and development of local policies</i> • <i>Evidence of collaborative support to influence local, state, and national decision</i>

EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of collaboration in the organization</i> ● <i>Little or no evidence of consistent communication with families and stakeholders</i> ● <i>Little or no evidence of engagement with community organizations, or community activities</i> ● <i>Little or no evidence of identification of community needs, priorities, or resources</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of collaboration in the organization</i> ● <i>Some communication of school activities with families through newsletters and/or district website</i> ● <i>Participates in some community organizations or activities such as the Chamber and service organizations</i> ● <i>Demonstrates awareness of community needs, priorities, and resources</i> 	<ul style="list-style-type: none"> ● <i>Routinely collaborates with board members and staff</i> ● <i>Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement</i> ● <i>Actively involved in community organizations or activities, such as the Chamber, or service organizations</i> ● <i>Recognizes some community needs, priorities, or resources in the district and school planning.</i> ● <i>Ensures engagement of administrators, teachers, families, and community</i> 	<ul style="list-style-type: none"> ● <i>Models collaboration and supports staff collaboration throughout the organization</i> ● <i>Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement</i> ● <i>Provides leadership and active participation in community organizations or activities such as the Chamber or service</i>

EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of innovation or continuous improvement</i> • <i>Little or no evidence of student information guiding decision-making</i> • <i>Little or no evidence of use of quality indicators to guide district planning or practice</i> 	<ul style="list-style-type: none"> • <i>Some evidence of continuous improvement and innovation</i> • <i>Student information is used to guide decision-making</i> • <i>Some quality indicators/accreditation standards guide district planning and practice</i> 	<ul style="list-style-type: none"> • <i>Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process</i> • <i>Information on student progress and achievement is used for planning and decision-making</i> • <i>Alignment between district and state quality indicators for accreditation and accountability</i> 	<ul style="list-style-type: none"> • <i>Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation</i> • <i>Comprehensive and current information on student progress and achievement is available and utilized in decision-making</i> • <i>Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability</i>

EFFECTIVE PRACTICE: (5) Teaching and Learning

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of high expectations of student achievement</i> • <i>Little or no evidence of a written curriculum ➤ Little or no evidence of programmatic or curriculum review or input</i> • <i>Little or no evidence of consistency or continual improvement of instructional practices</i> 	<ul style="list-style-type: none"> • <i>Some evidence of high expectations of student achievement</i> • <i>Written curriculum is evident in most subject areas</i> • <i>Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community</i> • <i>Instructional practices have some consistency and some ongoing improvement</i> 	<ul style="list-style-type: none"> • <i>High expectations are clearly and consistently communicated and monitored</i> • <i>Written curriculum is developed, monitored, and adjusted</i> • <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community</i> • <i>Instructional process and practices are consistent with ongoing improvement</i> 	<ul style="list-style-type: none"> • <i>Data-driven high expectations of student achievement and monitoring of progress</i> • <i>Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted</i> • <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input</i> • <i>Continual improvement of Instructional processes is monitored and enhanced with best practices</i>

EFFECTIVE PRACTICE: (6) Personnel Leadership

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan • Little or no evidence of short or long-term personnel planning • Little or no evidence of modeling lifelong learning • Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction • Some evidence of short-term and long-term personnel planning • Some evidence of participation in lifelong learning activities 	<ul style="list-style-type: none"> • Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction • Some evidence of short-term and long-term personnel planning • Some evidence of participation in lifelong learning activities 	<ul style="list-style-type: none"> • Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction • Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place • Evidence of ongoing modeling of lifelong learning 	<ul style="list-style-type: none"> • Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction • Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored • Models lifelong learning by engaging and applying ongoing professional development



EFFECTIVE PRACTICE: (7) Systems Leadership and Management

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Business processes are out of date and not clearly linked to student learning and success</i> • <i>Facilities/Transportation are not up-to-date, clean, safe, and secure</i> • <i>Little evidence of building consensus, managing conflict, and resolving operational issues</i> 	<ul style="list-style-type: none"> • <i>Most business processes in place and using current best practices but not clearly linked to student learning and success</i> • <i>Some evidence of facility/transportation planning, with fairly clean and safe facilities</i> • <i>Manages operational issues with little or no conflict</i> 	<ul style="list-style-type: none"> • <i>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</i> • <i>Manages operational issues with little or no conflict and builds some consensus</i> 	<ul style="list-style-type: none"> • <i>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</i> • <i>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</i> • <i>Identifies and resolves operational issues, manages conflict, and builds consensus</i>



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

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of a shared vision on equity or equitable practices</i> • <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i> • <i>Little or no evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> • <i>Some evidence of shared vision on equity and equitable practices</i> • <i>Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust</i> • <i>Some evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> • <i>Shared vision on equity and equitable practices is evident through professional learning</i> • <i>Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures</i> • <i>Communication processes promote a culture of high expectations for self, staff, and all students</i> 	<ul style="list-style-type: none"> • <i>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</i> • <i>Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through</i> • <i>communication processes and district procedures; and, is validated through an annual student/staff climate survey</i> • <i>Communication processes and annual student/staff climate survey validates a culture of high</i> • <i>expectations for self, staff, and all students</i>

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

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Does not demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not appear to be just, fair, or equitable</i> • <i>Does not model or hold others accountable for demonstrating ethical behavior</i> • <i>Does not participate in professional development or leadership activities</i> 	<ul style="list-style-type: none"> • <i>Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not consistently appear to be just, fair or equitable</i> • <i>Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior</i> • <i>Participates in some professional development.</i> 	<ul style="list-style-type: none"> • <i>Demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Most decisions appear to be just, fair, or equitable</i> • <i>Models ethical behavior and generally holds others accountable for demonstrating ethical behavior</i> • <i>Participates in professional development that is aligned with district vision and direction</i> 	<ul style="list-style-type: none"> • <i>Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Decisions consistently appear to be just, fair, and equitable</i> • <i>Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior</i> • <i>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</i>



Superintendent Evaluation

Superintendent:

Date:

Evaluator:

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



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

Superintendent Signature: _____

Date: _____

Board President Signature: _____

Date: _____



August 14, 2023

TO: Public School Superintendents
FR: School Finance & Organization Services
RE: Changes to Enrollment Option Process

NEW Enrollment Option Reporting Requirements Starting with the 2023/2024 School Year:
Due to recent changes of LB705, school districts will now be required to track and report the reason any Enrollment Option application is denied. School districts will be required to submit the data to the Department of Education at the end of the 2023/24 school year. The Department of Education will compile a report to be submitted to the Legislature by September 1 each year.

Districts MUST immediately begin tracking the number of applications denied, explanation for denial, if applicant stated there was an IEP, or the student has been diagnosed with a disability as defined in section 79-1118.01 and whether the applicant was provided the specific reason for denial.

Changes to the Review of Applications:

The school board of each school district shall adopt by resolution specific capacity standards for acceptance and rejection of enrollment option applications.

Capacity for special education services shall be determined on a case-by-case basis. If an application indicates that the student has an individualized education program or has been diagnosed with a disability as defined in section 79-1118.01, such application shall be evaluated by the school district's director of special education services or the school district's designee who shall then determine if the appropriate class, grade level, or school building has the capacity to provide the applicant the appropriate services and accommodations.

For all other students, per State Statute: standards may include the capacity of a program, class, grade level, or school building shall be determined by setting a maximum number of option students that a district will accept in any program, class, grade level, or school building, based upon available staff, facilities, projected enrollment of resident students, and projected number of students with which the option school district based on existing contractual arrangements

If an application is rejected by an option district or a resident district rejects a request from release, the rejecting district shall provide written notification stating the specific reasons for the rejection including, for students with an IEP or with a diagnosed disability a description of services and accommodations required that the school district does not have the capacity to provide, and the process for appealing such rejections to the State Board of Education. Such notification shall be sent by certified mail.

Additional Requirements:

A school board may, by resolution, declare a program, class, or school unavailable to option students for the next school year due to lack of capacity. School districts setting capacity limits shall be required annually to establish, publish on their website, and report the capacity for each school building or program prior to October 15th for the next school year.

For questions, please contact:

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Kevin Lyons / kevin.lyons@education.gov / 402.450.1418

Website: [Enrollment Option Program – Nebraska Department of Education](#)

RESOLUTION ON SCHOOL DISTRICT STANDARDS FOR ACCEPTANCE OR REJECTION OF OPTION ENROLLMENT APPLICATIONS

WHEREAS, Ralston Public Schools is committed to providing an education of high quality to its students in an economically efficient manner; and

WHEREAS, the school district’s faculty, facilities, and equipment can serve only a limited number of students effectively; and

WHEREAS, the Ralston Board of Education, in consultation with the administration, has reviewed the school district’s faculty, facilities, equipment, interdisciplinary efforts and interrelationships of grades, subjects, and faculty; and has determined the maximum number of students it can serve effectively at any given grade level and in total;

NOW, THEREFORE BE IT RESOLVED that the board adopts the following standards for acceptance or rejection of option enrollment applications:

Special Education Capacity. Capacity for special education services will be determined on a case-by-case basis. If an application for option enrollment received by the school district indicates that the student has an individualized education program under the federal Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., or has been diagnosed with a disability as defined in section 79-1118.01, the application will be evaluated by the director of special education services or the director's designee who must determine if the school district and the appropriate class, grade level, or school building has the capacity to provide the applicant the appropriate services and accommodations. The Federal Educational Rights and Privacy Rights Act (FERPA) (20 U.S.C. § 1232g) permits the release of education records when a student seeks or intends to enroll in a different school district.

Numeric Capacity. The capacity in the following grade levels, programs, classes, and/or school buildings is as follows:

- Grade Level Numeric Capacity: _____
- Program Numeric Capacity: _____
- Class Numeric Capacity: _____
- School Building Numeric Capacity: _____

Total enrollment for the school district: _____ students.

Programmatic Capacity. The board declares the following grade levels, programs, classes, and school buildings to be at capacity such that no option applications into any of the following will be accepted: _____.

Other Standards. The school district shall not accept an option student when acceptance of the student:

- (a) Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
- (b) Would require the procurement of new equipment, technology, or furnishings;
- (c) Would cause or require the rearrangement of caseloads for staff and contracted professionals;
- (d) Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;
- (e) May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.

After the above resolution was read, board member _____ moved for passage of the motion. Board member _____ seconded the motion. After discussion, and on roll call vote, the following members voted in favor of the motion: _____.

The following members voted against the motion:
_____.

The following members did not vote:
_____.

Having been consented to by a majority of the voting members, the board president declared the motion to have been passed and adopted.

Dated this ___ day of _____, 202_.

President, Board of Education



Ralston
PUBLIC SCHOOLS

Superintendent Evaluation System

Board of Education Policy: 4057
AdvancED Standard: Leadership Capacity



4057

Superintendent Evaluation

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

Purpose. The purposes of the formal job evaluation are:

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

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

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

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

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



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

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

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

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

Superintendent Evaluation Process

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

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



Superintendent Evaluation Definitions:

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

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

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

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

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

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

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

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

Effective Practices

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



1. **Shared Vision and Strategic Direction**

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

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

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

3. **Collaboration with Families and Community**

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

4. **Continuous Improvement and Accountability**

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

5. **Teaching and Learning**

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

6. **Personnel Leadership**

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

7. **Systems Leadership and Management**

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

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

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

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

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



Effective Practices, Indicators, and Evidence Rubric

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Shared vision and strategic direction are not documented</i> • <i>Constituents and stakeholders have no or limited engagement in the vision/direction</i> • <i>No evidence of routine feedback or review</i> 	<ul style="list-style-type: none"> • <i>Vision or direction is documented</i> • <i>Some evidence of constituent engagement</i> • <i>Some evidence of feedback and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented and used to guide the district</i> • <i>Evidence of engagement with constituents in development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district</i> • <i>Evidence of engagement with constituents in development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review including input from board, administrators, teachers,</i> • <i>students, and parents</i>



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

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

Indicators and Evidence

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



Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Limited or inconsistent communication with board members</i> • <i>Policies are outdated, not in compliance with state or federal law, or not routinely reviewed</i> • <i>No evidence of collaborative practice to influence decisions impacting student learning</i> 	<ul style="list-style-type: none"> • <i>Provides updates and communicates regularly with board members</i> • <i>Policies are routinely updated</i> • <i>Uses some collaborative strategies at the local level</i> 	<ul style="list-style-type: none"> • <i>Engages board members in district needs and policy priorities</i> • <i>Policies are consistently reviewed and developed to incorporate state or federal policy, as needed</i> • <i>Some evidence of strategies to influence local, state, and national decisions</i> 	<ul style="list-style-type: none"> • <i>Actively and consistently engages board members in district needs and policy priorities</i> • <i>Evidence of leadership in compliance, review, and development of local policies</i> • <i>Evidence of collaborative support to influence local, state, and national decision</i>

EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Routinely collaborates with board members and staff • Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement • Actively involved in community organizations or activities, such as the Chamber, or service organizations • Recognizes some community needs, priorities, or resources in the district and school planning. • Ensures engagement of administrators, teachers, families, and community 	<ul style="list-style-type: none"> • Models collaboration and supports staff collaboration throughout the organization • Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement • Provides leadership and active participation in community organizations or activities such as the Chamber or service

EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of innovation or continuous improvement</i> • <i>Little or no evidence of student information guiding decision-making</i> • <i>Little or no evidence of use of quality indicators to guide district planning or practice</i> 	<ul style="list-style-type: none"> • <i>Some evidence of continuous improvement and innovation</i> • <i>Student information is used to guide decision-making</i> • <i>Some quality indicators/accreditation standards guide district planning and practice</i> 	<ul style="list-style-type: none"> • <i>Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process</i> • <i>Information on student progress and achievement is used for planning and decision-making</i> • <i>Alignment between district and state quality indicators for accreditation and accountability</i> 	<ul style="list-style-type: none"> • <i>Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation</i> • <i>Comprehensive and current information on student progress and achievement is available and utilized in decision-making</i> • <i>Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability</i>

EFFECTIVE PRACTICE: (5) Teaching and Learning

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of high expectations of student achievement</i> • <i>Little or no evidence of a written curriculum ➤ Little or no evidence of programmatic or curriculum review or input</i> • <i>Little or no evidence of consistency or continual improvement of instructional practices</i> 	<ul style="list-style-type: none"> • <i>Some evidence of high expectations of student achievement</i> • <i>Written curriculum is evident in most subject areas</i> • <i>Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community</i> • <i>Instructional practices have some consistency and some ongoing improvement</i> 	<ul style="list-style-type: none"> • <i>High expectations are clearly and consistently communicated and monitored</i> • <i>Written curriculum is developed, monitored, and adjusted</i> • <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community</i> • <i>Instructional process and practices are consistent with ongoing improvement</i> 	<ul style="list-style-type: none"> • <i>Data-driven high expectations of student achievement and monitoring of progress</i> • <i>Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted</i> • <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input</i> • <i>Continual improvement of Instructional processes is monitored and enhanced with best practices</i>

EFFECTIVE PRACTICE: (6) Personnel Leadership

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan</i> • <i>Little or no evidence of short or long-term personnel planning</i> • <i>Little or no evidence of modeling lifelong learning</i> • <i>Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Some evidence of short-term and long-term personnel planning</i> • <i>Some evidence of participation in lifelong learning activities</i> 	<ul style="list-style-type: none"> • <i>Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Some evidence of short-term and long-term personnel planning</i> • <i>Some evidence of participation in lifelong learning activities</i> 	<ul style="list-style-type: none"> • <i>Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place</i> • <i>Evidence of ongoing modeling of lifelong learning</i> 	<ul style="list-style-type: none"> • <i>Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction</i> • <i>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</i> • <i>Models lifelong learning by engaging and applying ongoing professional development</i>



EFFECTIVE PRACTICE: (7) Systems Leadership and Management

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Business processes are out of date and not clearly linked to student learning and success</i> ● <i>Facilities/Transportation are not up-to-date, clean, safe, and secure</i> ● <i>Little evidence of building consensus, managing conflict, and resolving operational issues</i> 	<ul style="list-style-type: none"> ● <i>Most business processes in place and using current best practices but not clearly linked to student learning and success</i> ● <i>Some evidence of facility/transportation planning, with fairly clean and safe facilities</i> ● <i>Manages operational issues with little or no conflict</i> 	<ul style="list-style-type: none"> ● <i>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</i> ● <i>Manages operational issues with little or no conflict and builds some consensus</i> 	<ul style="list-style-type: none"> ● <i>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</i> ● <i>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</i> ● <i>Identifies and resolves operational issues, manages conflict, and builds consensus</i>



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

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of a shared vision on equity or equitable practices</i> • <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i> • <i>Little or no evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> • <i>Some evidence of shared vision on equity and equitable practices</i> • <i>Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust</i> • <i>Some evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> • <i>Shared vision on equity and equitable practices is evident through professional learning</i> • <i>Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures</i> • <i>Communication processes promote a culture of high expectations for self, staff, and all students</i> 	<ul style="list-style-type: none"> • <i>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</i> • <i>Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through</i> • <i>communication processes and district procedures; and, is validated through an annual student/staff climate survey</i> • <i>Communication processes and annual student/staff climate survey validates a culture of high</i> • <i>expectations for self, staff, and all students</i>

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

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

Indicators and Evidence

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

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Does not demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not appear to be just, fair, or equitable</i> • <i>Does not model or hold others accountable for demonstrating ethical behavior</i> • <i>Does not participate in professional development or leadership activities</i> 	<ul style="list-style-type: none"> • <i>Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not consistently appear to be just, fair or equitable</i> • <i>Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior</i> • <i>Participates in some professional development.</i> 	<ul style="list-style-type: none"> • <i>Demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Most decisions appear to be just, fair, or equitable</i> • <i>Models ethical behavior and generally holds others accountable for demonstrating ethical behavior</i> • <i>Participates in professional development that is aligned with district vision and direction</i> 	<ul style="list-style-type: none"> • <i>Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Decisions consistently appear to be just, fair, and equitable</i> • <i>Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior</i> • <i>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</i>



Superintendent Evaluation

Superintendent:

Date:

Evaluator:

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



EFFECTIVE PRACTICE: (5) Teaching and Learning

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

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

EFFECTIVE PRACTICE: (6) Personnel Leadership

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

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

EFFECTIVE PRACTICE: (7) Systems Leadership and Management

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

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative (required for basic and unsatisfactory ratings):

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

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

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

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

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

Unsatisfactory	Basic	Proficient	Distinguished
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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
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Narrative:

Superintendent Signature: _____

Date: _____

Board President Signature: _____

Date: _____

6036

Reading Instruction and Intervention Services

The purpose of this policy is to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. It is the school district's goal that each student be able to read at or above grade level by third grade.

Effective Reading Teachers. It is the intent of the school district to employ teachers for kindergarten through third grade who are effective reading teachers as evidenced by (a) evaluations based on classroom observations and student improvement on reading assessments or (b) specialized training in reading improvement.

Reading Assessment. The school district will administer a reading assessment approved by the Nebraska Department of Education three times during the school year to all students in kindergarten through third grade. Exceptions to this requirement include:

- Any student receiving specialized instruction for limited English proficiency who has been receiving such instruction for less than two years;
- Any student receiving special education services for whom such assessment would conflict with the individualized education plan; and
- Any student receiving services under a plan pursuant to the requirements of section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794, or Title II of the federal Americans with Disabilities Act of 1990, 42 U.S.C. 12131 to 12165, as such acts and sections existed on January 1, 2018, for whom such assessment would conflict with such section 504 or Title II plan.

The first assessment for kindergarten students must occur within the first 45 calendar days that school is in session of each school year. For all other grades, the first assessment must occur within the first 30 calendar days that school is in session of each school year.

Diagnostic assessments used within a supplemental reading intervention program do not require Nebraska Department of Education approval.

Deficiency Identification. Any student in kindergarten through third grade performing below the threshold level as determined by the Nebraska Department of Education shall be identified as having a reading deficiency for purposes of the Nebraska Reading Improvement Act and this policy. A student who is identified as having a reading deficiency shall remain identified as having a reading deficiency until the student performs at or above the

threshold level on an approved reading assessment. Nothing in the Nebraska Reading Improvement Act or this policy shall prohibit a school district from identifying any other student as having a reading deficiency.

Supplemental Reading Intervention Program. The school district will provide a supplemental reading intervention program to ensure that students can read at or above grade level at the end of third grade. The school district may work collaboratively with a reading specialist at the Nebraska Department of Education, with educational service units, with learning communities, or through interlocal agreements to develop and provide such supplemental reading intervention programs. Each supplemental reading intervention program must be:

- Provided to any student identified as having a reading deficiency;
- Implemented during regular school hours in addition to regularly scheduled reading instruction unless otherwise agreed to by a parent or guardian; and
- Made available as a summer reading program between each summer for any student who has been enrolled in grade one, grade two, or grade three or in a higher grade and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding such summer reading program. The summer reading program may be held in conjunction with existing summer programs in the school district or in a community reading program not affiliated with the school district or offered online.

The supplemental reading intervention program may also include:

- Reading intervention practices that are evidence-based;
- Diagnostic assessments to identify specific skill-based strengths and weaknesses a student may have;
- Frequent monitoring of student progress throughout the school year with instruction adjusted accordingly;
- Intensive intervention using strategies selected from the following list to match the weaknesses identified in the diagnostic assessment:
 - Development in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;
 - Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error corrections and feedback; or
 - Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;

- Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or
- Access to before-school or after-school supplemental reading intervention with a teacher or tutor who has specialized training in reading intervention.

Parent/Guardian Notification. The school will give notice in writing or by electronic communication to the parent(s) or guardian(s) of any student identified as having a reading deficiency within 15 working days of such identification that the student has been identified as having a reading deficiency and that an individual reading improvement plan will be established and shared with the parents or guardians.

Reading Improvement Plan. Any student who is identified as having a reading deficiency will receive an individualized reading improvement plan, that shall include a supplemental reading intervention program, no later than 30 days after the identification of the reading deficiency. The reading improvement plan may be created by the teacher, the principal, other pertinent school personnel, and the parents or guardians of the student and shall describe the reading intervention services the student will receive through the supplemental reading intervention program to remedy the reading deficiency. The student must receive reading intervention services through the supplemental reading intervention program until the student is no longer identified as having a reading deficiency.

Reading Progress. Each student in kindergarten through third grade and his or her parent(s) or guardian(s) will be informed of the student's reading progress within a reasonable time after the school district receives the results from the student's approved reading assessment.

NDE Professional Learning System. The Nebraska Department of Education provides a professional learning system. The elementary school(s) and early childhood education programs approved by the State Board of Education will ensure that teachers who teach children from four years of age through third grade are aware of the professional learning system and are adequately trained regarding evidence-based reading instruction to effectively instruct students in reading.

NDE Report. On or before July 1 of each year, the school district will provide the required information relating to dyslexia to the Nebraska Department of Education.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4032 Professional Growth

The board of education believes the goal of professional self-improvement to be inherent in the responsibilities of each certificated district employee.

Every six years, permanent certificated employees shall give evidence of professional growth. The six-year period shall commence on August 1st of the year the certified staff member achieves permanent status or tenure and shall end on July 31st after the sixth year of continuous service. Each subsequent six-year cycle shall begin immediately following the end of a cycle. Hours or credits cannot be accumulated during one cycle to be applied during a subsequent six-year cycle.

Six semester hours of college credit shall be accepted as evidence of professional growth. Other activities which may count towards the teacher's professional growth requirements include, but are not limited to:

- Mentoring a teacher new to the district
- Leading (or serving on) an external accreditation visit
- Teaching undergraduate or graduate level college courses directly related to education
- Publishing professional journal articles and/or research on a topic directly related to education
- Presenting on a topic directly related to education at a state or national conference
- Presenting on a topic directly related to education during a district inservice
- Attending at a state or national conference directly related to education
- Attending pre-approved professional workshops, seminars, or local inservice activities
- Serving on a pre-approved district-level committee
- Serving on a building school improvement committee
- Supervising a student teacher
- **Actively participating in a District-approved professional development book study, participation to be measured by the incorporation of new ideas into present instruction and/or the quality of reflections given to the book study group**

One unit of professional growth credit will generally be equivalent to twelve hours of personal time spent on an educational activity.

Failure to comply with the requirement shall result in the following action:

1. Those certified staff members who fail to meet the statutory requirements shall be frozen on the salary schedule for the seventh year of the cycle or the first year of non-compliance.
2. Those in non-compliance with the statutory requirements shall be notified by April 15th of the sixth year of the cycle that their contract will be amended for the following contract year to include a freeze in dollar amount.
3. Evidence of compliance with the statutory requirements by October 1st of the seventh year shall result in restoration of normal salary status.
4. Failure to complete the statutory requirements by March 15th of the seventh year shall result in notification of suspension without pay and a recommendation for termination of employment at the close of the contract year as specified under Nebraska Revised Statute 79-824.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 28, 2022

Procedure 4032
Professional Development – Tenured Certificated Staff

Nebraska statute 79-830 and board policy 4032 require all permanent, certificated staff members to complete six professional growth credits every six years. Please indicate which of the following activities were completed, then return this form to the Human Resource office.

Activity	Credits	Limits	School Year	Initials	Total
Graduate coursework	Equal to course credit	Unlimited	_____ _____	_____ _____ _____ HR HR	
New teacher mentoring	1 credit per year	Unlimited	_____ _____ _____ _____	_____ _____ _____ _____ _____ HR HR HR HR	
Chairing a Advanced ED-Nebraska Frameworks or Cognia external accreditation team	2 credits per visit	4 credits every 6 years	_____ _____	_____ _____ Supt. Supt.	
Serving on a Advanced ED-Nebraska Frameworks or Cognia external accreditation team	1 credit per visit	2 credits every 6 years	_____ _____	_____ _____ Supt. Supt.	
College level teaching	1 credit per course taught	2 credits every 6 years	_____ _____	_____ _____ Supt. Supt.	
Professional publication or presentation at state/national conference	1 credit per publication or presentation	3 credits every 6 years	_____ _____ _____	_____ _____ _____ Curriculum Curriculum Curriculum	
Attendance at pre-approved state or national conferences	1 credit per 12 contact hours	3 credits every 6 years	_____ _____ _____	_____ _____ _____ Curriculum Curriculum Curriculum	
Committee membership (Achievement, Character, Technology, DSC, Safety, Toolbox or pre-approved by Supt.)	1 credit per committee	3 credits every 6 years	_____ _____ _____	_____ _____ _____ _____ chair chair Cmte. Cmte. Cmte.	
Attending ESU #3 professional workshops, seminars, or RPS inservice activities	1 credit per 12 contact hours	4 credits every 6 years	_____ _____ _____	_____ _____ _____ _____ Principal Principal Principal Principal	
RPS inservice presentation (building or district level)	1 credit per presentation	2 credits every 6 years	_____ _____	_____ _____ Principal Principal	
Serving on a building school improvement team	1 credit per year	2 credits every 6 years	_____ _____	_____ _____ Principal Principal	
Supervising a student teacher	1 credit per year	2-3 credits every 6 years	_____ _____	_____ _____ Principal Principal	
Professional Book Study	1 credit per year	2 credits every 6 years	_____ _____	_____ _____ Principal Principal	

Name: _____

Building: _____

Due: July 31, _____

2022
Reporting to the Public

The Ralston Board of Education is committed to open and candid progress reporting concerning the achievement of goals and objectives through the District's Annual Report.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 22, 2021

2024

School Board Qualifications and Elections

Members of the Ralston board of Education must be registered voters who reside in the Ralston School District.

Members of the Ralston Board of Education are elected at-large by qualified voters of the Ralston School District on a non-partisan ballot on the first Tuesday following the first Monday in November of even-numbered years. Candidates for the November ballot will be determined by the statewide primary election in May. Candidates must file their intent with the Douglas County Election Commissioner, following all rules and regulations of state election laws.

The term of office is four years and begins on the first Thursday following the first Tuesday of January at the election. Terms of board members are staggered with three seats elected every two years.

Adopted on: July 25, 2016

Revised on: _____

Reviewed on: March 22, 2021

3002

Deposits

The board of education shall designate the depository or depositories for all school funds. All funds received by the district shall be deposited promptly in the proper account of each such depository. All funds shall be insured by the Federal Deposit Insurance Corporation or a surety bond approved by the board on securities of the United States government pledged by joint custody receipt.

Funds collected by district representatives shall be receipted, accounted for, and directed without delay to the proper depository. Funds exceeding \$5,000 shall not be left overnight in school buildings, except in safes provided for the safekeeping of valuables.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 22, 2021

3005

School Activities Fund

The superintendent of schools shall establish an activities fund account to be used to finance the operations of student organizations, inter-school athletics, and other school activities that are not a part of any other fund. The school activities fund is a school district account. All transactions related to the activities fund shall be conducted through an account at a board-approved depository.

The superintendent or their designee shall manage the activities fund and serve as its treasurer. The superintendent or their designee may divide the activities fund into more than one account to allocate portions of the fund for different purposes.

Funds in an activity's account after the activity ceases to exist shall be transferred to the general fund or such other fund as the board may choose. Funds left in a graduating class's account may be transferred into any other school account at any time after graduation upon board approval.

As school activities are a responsibility of the school district, any deficit in the activity fund shall be paid from the general fund.

The Activity Fund of each school will be audited annually by the district's appointed auditor.

Adopted on: July 25, 2016

Revised on:

Reviewed on: March 22, 2021

3008

Gifts, Grants and Bequests

The school district encourages those who wish to make gifts, grants, bequests or devises of property, real or personal, to the school district to make such donations through the district's foundation. The superintendent or their designee is authorized to accept on behalf of the school district gifts of personal property that are consistent with the district's mission and objectives and which the superintendent reasonably believes has a fair market value of \$50,000 or less. In its sole discretion, the board of education may accept all other donations when they are consistent with the district's mission and objectives. Upon acceptance, donations shall become the sole property of the district. The donation will be under the complete control of the board or school district which will not have any obligation to replace it if it is destroyed or becomes obsolete. The Ralston School District has the right to refuse any gift or service that is not compatible with the school district's mission, or that requires future maintenance or costs.

Adopted on: July 25, 2016

Revised on:

Reviewed on: April 12, 2021

3009

Audit

The board of education shall appoint a certified public accountant or public accounting firm to audit all school accounts annually and report to the board of education and the state auditor of public accounts by the date specified by Nebraska law. The audit shall include all areas required by law and the rules of the Nebraska Department of Education. The auditor is not obligated to follow generally accepted accounting principles (GAAP) but shall conduct the audit according to the standards of the auditing profession.

Adopted on: July 25, 2016

Revised on:

Reviewed on: April 12, 2021

3010

Insurance

The board of education shall purchase such insurance as it deems appropriate to protect the district, the board as a corporate body, individual board members, appointed officers, employees, and volunteers from financial loss arising from any claim, demand, suit or judgment. The district may, but is not required to, solicit bids or quotes for insurance coverage.

The board shall review its insurance coverage before its expiration date, or as need dictates.

Adopted on: July 25, 2016

Revised on:

Reviewed on: April 12, 2021

Bill Review Schedule for 2024

January 8

Carrie

Mary

February 12

Samantha

Katie

March 11

Robin

Liz

April 8

Mary

Samantha

May 13

Katie

Liz

June 10

Robin

Carrie

July 8

Mary

Samantha

August 12

Carrie

Liz

September 9

Samantha

Katie

October 14

Robin

Liz

November 11

Mary

Carrie

December 9

Robin

Katie



DOUGLAS COUNTY ASSESSOR • REGISTER OF DEEDS

Walter Peffer, Elected Official
402.444.7074 • F 402.996.8015
Walter.Peffer@douglascounty-ne.gov

August 2, 2024

Good morning,

Your political subdivision can expect to receive your 2024 Certification of Taxable Value from our office by Tuesday, August 20, 2024 (if the boundaries of your political subdivision go into more than one county, you should receive all of your value certifications by that date).

After your political subdivision receives its certification(s) of taxable value, **the Douglas County Assessor/Register of Deeds Office needs to receive the following information by no later than Thursday, August 30, 2024:**

Will your political subdivision need to participate in the joint public hearing in Douglas County on Wednesday, September 18, 2024? If your subdivision is headquartered in another county, will it be a participant in the public hearing in that county?

If “No” to both questions, then that is all the information I need from you.

If “Yes” to either question, then you will need to fill out the attachment and return it to our office at CountyAssessorRecords@douglascounty-ne.gov or to Mike Goodwillie of our office (michael.goodwillie@douglascounty-ne.gov) on or before 8/30/2024. The attachment asks for the following:

- An estimated amount of property taxes your political subdivision is requesting for 2024;
- Your political subdivision’s total taxable valuation for 2024;
- Your political subdivision’s estimated levy request for 2024; and
- The telephone number residents may contact in order to obtain more information regarding your political subdivision’s estimated tax increase.

The attachment includes what was adopted by your political subdivision last year. **The information our office needs by August 30, 2024 does not need to be adopted by your governing body by August 30, 2024.** Douglas County is required by law to provide estimates on postcards notifying the public of potential tax changes and the time and place of the public hearing at which time the levy request and tax changes can be discussed.

Douglas County needs this information by Tuesday, August 30, 2024 due to the timelines contained in Neb. Rev. Stat. §§77-1631-1633, as amended this session by LB 727.

As a reminder, if a county, city, school district, or community college seeks to increase its property tax request by more than two percent plus its “real growth percentage” over its request

for the previous year, it must participate in a public hearing at which it must make a presentation on its request. Please keep the following in mind:

The property tax request, for the purposes of whether the political subdivision must participate in this process, excludes amounts to be levied for the payment of principal or interest on bonds issued by a school district; and

At least one elected official from each political subdivision shall attend the hearing.

A postcard with potential tax changes resulting from the proposed tax request must be sent to all affected taxpayers at least seven days before the public hearing. The Douglas County joint publichearing will be on Wednesday, September 18, at 6:05 p.m. in the Legislative Chamber of the City/County Building at 1819 Farnam Street, Omaha, Nebraska, so the postcards must be mailed by Wednesday, September 11, 2024.

Although the law provides that the political subdivisions must provide their information to the county assessor by September 4, that is an unrealistic date to manage the printing and mailing for a county with the number of real estate parcels and political subdivisions as Douglas County. We estimate that there will be in excess of 200,000 postcards this year. For the printing and mailing to occur by September 11, our office needs your information no later than August 30, 2024.

Please let me know if you have any questions or concerns. Thank you in advance for your cooperation.

Sincerely,

Walter E. Peffer
Assessor/Register of Deeds

RALSTON PUBLIC SCHOOLS

ADOPTED FOR 2023

Funds	Levy Request for 2023	2023 Total Taxable Value	Tax Dollars Requested for 2023
General	\$ 0.905477	\$ 2,340,248,555	\$ 21,190,422
Special Building	\$ 0.043162	\$ 2,340,248,555	\$ 1,010,101
Bond	\$ 0.168036	\$ 2,340,248,555	\$ 3,932,452
Bond	\$ -	\$ 2,340,248,555	\$ -
Bond	\$ -	\$ 2,340,248,555	\$ -
QCPUF	\$ -	\$ 2,340,248,555	\$ -
QCPUF	\$ -	\$ 2,340,248,555	\$ -
Voluntary Separation	\$ 0.010575	\$ 2,340,248,555	\$ 247,474
Total	\$ 1.127200		\$ 26,380,449

ESTIMATED FOR 2024 - OPTION A: TOTAL ONLY

Fund(s)	Levy Request for 2024	2024 Total Taxable Value	Tax Dollars Requested for 2024
All Funds			\$ -

ESTIMATED FOR 2024 - OPTION B: FUND BREAKDOWN

Fund(s)*	Levy Request for 2024	2024 Total Taxable Value	Tax Dollars Requested for 2024
General	\$ 0.911230	\$ 2,450,204,865	\$ 22,326,995
Special Building	\$ 0.041225	\$ 2,450,204,865	\$ 1,010,101
Bond	\$ 0.230861	\$ 2,450,204,865	\$ 5,656,566
Bond		\$ 2,450,204,865	\$ -
Bond		\$ 2,450,204,865	\$ -
QCPUF		\$ 2,450,204,865	\$ -
QCPUF		\$ 2,450,204,865	\$ -
Voluntary Separation	\$ 0.009935	\$ 2,450,204,865	\$ 243,434
Total	\$ 1.193251		\$ 29,237,095

PHONE NUMBER TO LIST ON POSTCARD:

402-331-4700

Ralston Public Schools

2024-2025 ALLOWABLE GROWTH PERCENTAGE COMPUTATION FORM

CALCULATION OF ALLOWABLE GROWTH PERCENTAGE

Prior Year Non-Bond Property Tax Request (1) \$ 22,445,498.00
*(Total Personal and Real Property Tax Required for All Other Purposes from **prior year** budget - Cover Page)*

Base Limitation Percentage Increase (2%) 2.00 % (2)

Real Growth Percentage Increase

$$\frac{83,700.00}{2024 \text{ Real Growth Value per Assessor}} \div \frac{2,340,248,555.00}{\text{Prior Year Total Real Property Valuation per Assessor}} = \underline{0.00} \% (3)$$

Total Allowable Growth Percentage Increase (Line 2 + Line 3) (4) 2.00 %

Allowable Dollar Amount of Increase to Property Tax Request (Line 1 x Line 4) (5) \$ 448,909.96

TOTAL PROPERTY TAX REQUEST (Line 1 + Line 5) (6) \$ 22,894,407.96
(Without needing to attend Joint Public Hearing, or be included on postcard notification)

ACTUAL PROPERTY TAX REQUEST

2024-2025 ACTUAL Non-Bond Property Tax Request (7) \$ 23,337,096.00
(Total Personal and Real Property Tax Required for All Other Purposes from Cover Page)

Property Tax Request exceeds allowable growth percentage. Political subdivision **MUST complete the postcard notification requirements, and participate in the joint public hearing.**

If line (7) is **greater than** line (6), your political subdivision **is required** to participate in the joint public hearing, and complete the postcard notification requirements of §77-1633. You must provide the required information to the County Assessor electronically by September 4th. You are not required to hold the Special Hearing to Set the Final Tax Request outlined in §77-1632. The joint public hearing is completed in lieu of this hearing.

If line (7) is **less than** line (6), your political subdivision **is not required** to participate in the joint public hearing, or complete the postcard notification requirements of §77-1633. You are required to hold the Special Hearing to Set the Final Tax Request outlined in §77-1632.