

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. 2022-2023 District Budget Overview
Speaker(s): Mr. Jason Buckingham
 - 6.2. Board of Education Committee Assignments
Speaker(s): Dr. Mark Adler
 - 6.3. Government Relations Update
Speaker(s): Dr. Mark Adler
 - 6.4. The Bridge Family Resource Connector Network Payment Request
Speaker(s): Dr. Mark Adler
 - 6.5. Board of Education Sub Committee Assignments
Speaker(s): Ms. Robin Richards
 - 6.6. NASB Updates and Information
Speaker(s): Mrs. Robin Richards
 - 6.7. Enrollment Update
Speaker(s): Dr. Mark Adler
7. Standards Based School Improvement
 - 7.1. Local Union #226 Food Service Workers Negotiated Agreement (Action)
Speaker(s): Mr. Jason Buckingham
 - 7.2. Local Union #226 Operations and Maintenance Division Negotiated Agreement (Action)
Speaker(s): Mr. Jason Buckingham
 - 7.3. Phase 1.1 Contract Approval--Earthwork, including but not necessarily limited to stripping, grading, excavation, haul-off, and compaction/re-compaction (Action)
Speaker(s): Dr. Mark Adler
 - 7.4. The Bridge Family Resource Center Network MOU (Action)
Speaker(s): Dr. Mark Adler

8. Policy Review
9. Executive Session Disclosure
10. Pre-Adjournment Information and Activities
 - 10.1. Announcements
 - 10.2. Board of Education Supplemental Meeting Information
 - 10.3. Future Board Calendar
11. Adjourn

2009

Public Participation at Board Meetings

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

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

The board is not required to allow citizens to speak at each meeting, but it will provide the opportunity for public participation at least four times per year. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not require members of the public to identify themselves as a condition for admission to the meeting, nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. However, the board may require members of the public desiring to address the board to identify themselves.

Adopted on: March 25, 2019

Revised on:

Reviewed on: March 25, 2019

Ralston Board of Education Public Comment Procedures

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

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

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

Public Participation at Board Meetings Form

**Ralston Board of Education
PUBLIC COMMENTS**

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

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

PLEASE PRINT

Name _____ Date _____

Address _____

City _____ State _____ Zip Code _____

Subject of Public Comment: _____

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

Monday, May 9, 2022

The Ralston Public Schools Board of Education met in open, public session on May 9, 2022. The meeting took place in the Ralston High School Media Center, 8969 Park Drive, Ralston, NE. The District provided advanced notice by publication in *The Omaha Daily Record* and on the District's website, www.ralstonschools.org.

Call to Order

Board President, Ms. Mary Roarty, called the meeting to order at 5:30 pm.

Roll Call

The Board voted to excuse Dr. Jay Irwin. In addition to the Board members, those in attendance included Dr. Mark Adler, Mr. Jason Buckingham, Dr. Cecilia Wilken, Dr. Mike Rupprecht, Mr. Jim Frederick and Mrs. Marci Carroll. Motion to excuse Dr. Jay Irwin made by Mrs. Liz Kumru and seconded by Mrs. Samantha Willey.

Mrs. Richards:	Yes
Mr. Riepe:	Yes
Ms. Roarty:	Yes
Mrs. Kumru:	Yes
Mrs. Willey:	Yes

Consent Agenda

Consent agenda items included minutes from the April 25th meeting; April Financial Reports, April bills in the amount of \$475,729.99 for the General Fund, and \$105,570.69 for the Building Fund. Prior to the meeting, Mr. Merv Riepe and Mrs. Liz Kumru reviewed the bills. Local Substitute Certificates for Rebecca Madden, Seth Hytrek and Ashley Shableski.

Recommended the following teachers be hired for the 2022-23 school year:

- **Justin Becklun** - RHS - Industrial Technology. (Carpenter and Construction experience from 2003 to current)
- **Alisa Anderson** - Blumfield - 6th grade. BA-UNO. Former RPS student teacher.
- **Jonathan Frazier** - Mockingbird - 4th grade. BA-UNL; MA-UNO. Previous experience: Omaha Public Schools (2015-21).
- **Jovan Lucero** - RHS - Automotive. (Automotive industry experience from 2011-current).
- **Rosa Long** - RHS - EL Teacher. BA-Grace University; MA-College of St. Mary. Previous Experience: Omaha Public Schools (2016-22)

Recommended the following resignations be accepted:

- **Brittany Hill**- Mockingbird - 3rd grade
- **Randy Bourdess** - RHS - Science
- **Nicole Meyer** - Seymour - Resource

A motion to approve consent agenda, except for the reimbursement for Ms. Mary Roarty, was made by Mrs. Liz Kumru and seconded by Mrs. Robin Richards.

Ms. Roarty:	Yes
Mrs. Richards:	Yes
Mrs. Kumru:	Abstain
Mr. Riepe:	Yes
Mrs. Willey:	Yes

A motion to approve the reimbursement for Mary Roarty was made by Mrs. Robin Richards and seconded by Mr. Merv Riepe.

Mrs. Kumru:	Yes
Ms. Roarty:	Abstain
Mr. Riepe:	Yes
Mrs. Willey:	Yes
Mrs. Richards:	Yes

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Each Board member thanked the local sponsors and the RPS Communications team for making Ralston's Staff Appreciation Week a fun way to help provide some recognition to staff members. Congratulations also went to the RHS girls' and boys' soccer teams as well as the baseball team. The Board shared their appreciation with Liberty First Credit Union for displaying pictures of the Ralston High School seniors on their digital marquee. Several Board members enjoyed attending the school carnivals and appreciated all the hard work that went into making those happen. They were also looking forward to attending the Senior Honors Night Celebration and the Graduation Ceremony.

Mockingbird Early Bid Packages Overview and Discussion

Dr. Adler and Mr. Buckingham discussed some early bid packages to begin construction on the new Mockingbird Elementary.

Updated bond timeline:

May 6th - Excavation and geopier specifications, contract in development by KSB
May 9th - Phase 1 MB discussion w/ BOE
May 12th - Meadows budget review
May 19th - Dirt and Site plans bid due for Admin review
May 20th - Check of plans for bid on MB project
May 23rd - BOE action item Excavation and geopier contract, potential for Steel contract
May 27th - Final run through on design of MB phase 2
June 7th - GMP bid package for Phase 2 of MB project completed, project to subcontractors
June 23rd - Subcontractor bids due
June 30th - Weitz GMP to BCDM
July 7th - MB GMP/Budget review

July 11th - BOE action item on GMP for MB phase 2

The Bridge Family Resource Center Network MOU

Several local school districts, the Learning Community, and community leaders have been working for the past 18 months to establish the Bridge Family Resource Center in the Omaha metro area. Several sites across the metro have been considered. This facility has the potential to be located in the Ralston School District, close to Blumfield Elementary.

This Bridge Family Resource Center will provide support services to families and students from birth to three and academic, social, emotional, and health support to school-age children. It will also have after-school programming focused on the arts.

Ralston Public Schools and other partnering school districts are being asked to provide a one-time payment to support the start-up and initial programming at the center. The amount RPS is being asked to pay is \$125,000. This expenditure would be paid out of ESSER funds, which are to be used for recovery learning.

The Board will review the supporting documents and contact Dr. Adler with any questions about the project. Further discussion of this project will take place at a future board meeting.

Board of Education Committee Assignments Discussion

The Board of Education will begin using sub-committees to discuss a variety of topics. The Administrative team has organized a process for Board members to rank their committee preferences. Each Board member will be sent a Google form to select which committees they would like to serve on. The target date to begin meetings will be in June or July.

Government Relations Update

No official report.

NASB Update

Mrs. Richards reported the organization is working on redistricting.

Enrollment Update

Dr. Cecilia Wilken reported that pre-school placements are currently being determined.

STANDARD BASED SCHOOL IMPROVEMENT

Policy Review

The following policies were reviewed:

Policy 4044: Staff Election Conduct – no recommended changes

Policy 4045: Milk Expression – no recommended changes

Policy 4046: Internet Searches Regarding Potential Employees – no recommended changes

Policy 4049: Professional Ethics – no recommended changes

Policy 4050: Overtime and Compensatory Time – no recommended changes

Policy 4058: Confidentiality in Counseling and Guidance

Policy 4059: Suicide Prevention Training – no recommended changes

Policy 4062: Temporary Employment – no recommended changes

EXECUTIVE SESSION

No Executive Session scheduled

Adjournment

The Board adjourned at 7:08 pm with a motion made by Mrs. Robin Richards and a second by Mrs. Liz Kumru.

Mrs. Willey: Yes

Mrs. Kumru: Yes

Mr. Riepe: yes

Ms. Roarty: Yes

Mrs. Richards: Yes

The next regular meeting is scheduled for May 23, 2022 at 6:00 pm at the Virginia Moon Administrative Center.

Ms. Mary Roarty, President

Mrs. Liz Kumru, Secretary

Ralston Public Schools Budget Development Calendar 2022/2023

November 2021 to June 2022	Detailed administrative review of all budget categories and proposed budget reductions/additions
February/March	Business Officials forecast funding outlook and preliminary valuation projections
February	NDE may certify 2022/2023 state aid to schools, no guarantees as they now have until June 1 for certification if they choose
April to June	Cabinet level administration planning meetings for 2022/2023 strategic planning for budget development
May/June	Formulate and finalize department and building budgets and compile all pertinent information into a working document for BOE inspection.
June 13	Preliminary budget projections for the 2022/2023 budget development presented to BOE
July	Cabinet level administrative budget development and refinement.
July 11	Present preliminary budget and projections to the Board of Education as a discussion item during regular BOE Meeting.
August 20	Real property valuation is certified by the County Assessor's Office of Douglas County
August 22	Present amended budget proposal for Board consideration
September 1	Special building fund levy and budget allocation is certified to each member school by the Learning Community Coordinating Council.
September 5	
September 12	Conduct Official Budget Hearing at 5:30 PM prior to the Regular Board of Education Meeting at 6:00 PM.
September 12	Conduct Tax Request Hearing at 5:45 PM prior to the regular Board of Education meeting at 6:00 PM
September 12	Officially adopt the 2022/2023 Ralston Public Schools Budget during the regular BOE Meeting.
September 17-29	Potential Joint Public Hearing w/ other County Political Subdivisions
September 26	Officially approve the 2022/2023 Tax Request Resolution for the Ralston Public Schools.

Revised 12/16/2022

INCOME TOTALS	120--	2016-2017	2017-2018	2018-2019	18-19 Act.	2019-2020	19-20 Act.	2020-2021	20-21 Act.	2021-2022	2022-2023	Difference
Local District Taxes		\$1,550,181	\$16,593,696	\$17,242,180	\$17,474,815	\$18,100,535	\$16,876,683	\$19,481,802	\$18,661,361	\$20,497,849	\$21,780,985	6.3%
Common Levy Proceed		\$11,346,236	\$0	\$0		\$0		\$0	\$0	\$0		
Pro-Rata Motor Vehicle Tax		\$25,000	\$25,000	\$25,000	\$41,996	\$30,000	\$40,071	\$30,000	\$43,209	\$30,000	\$32,000	6.7%
Motor Vehicle Tax		\$2,175,000	\$2,300,000	\$2,600,000	\$3,082,128	\$2,628,594	\$3,344,359	\$2,365,735	\$3,420,357	\$3,400,000	\$3,000,000	-11.8%
Homestead Exemption Tax		\$210,000	\$200,000	\$225,000	\$419,794	\$235,000	\$455,859	\$250,000	\$500,037	\$410,000	\$420,000	2.4%
Tuition From Individuals		\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0		
Tuition From Other Districts		\$0	\$0	\$0	\$547	\$0	\$0	\$0	\$0	\$0		
Interest On Investments		\$9,000	\$10,000	\$10,000	\$14,137	\$10,000	\$13,005	\$6,000	\$11,063	\$6,000	\$15,000	150.0%
Local Fees & Fines		\$35,000	\$44,000	\$40,675	\$43,992	\$40,000	\$44,789	\$36,000	\$32,932	\$35,000	\$30,000	-14.3%
Other Local Revenue		\$10,000	\$12,000	\$10,000		\$10,000		\$8,000	\$1,600	\$8,000	\$1,500	-81.3%
County Fines & Licenses		\$110,000	\$95,000	\$90,000	\$99,127	\$83,000	\$90,046	\$70,550	\$73,653	\$81,000	\$70,000	-13.6%
State Aid		\$13,623,218	\$10,723,037	\$11,425,321	\$11,425,321	\$12,267,825	\$12,160,961	\$11,164,498	\$11,060,850	\$9,787,636	\$10,659,909	8.9%
Special Education Program		\$2,451,291	\$2,300,000	\$2,200,000	\$2,320,056	\$2,100,000	\$2,487,509	\$2,100,000	\$1,933,960	\$2,100,000	\$2,100,000	0.0%
Special Education Transportati		\$175,000	\$230,000	\$225,000	\$240,687	\$220,000	\$251,133	\$165,000	\$56,134	\$165,000	\$165,000	0.0%
Federal Grant Reimbursement												
State Apportionment		\$410,000	\$425,000	\$430,000	\$406,281	\$400,000	\$438,160	\$400,000	\$380,456	\$400,000	\$380,000	-5.0%
Public Power Sales Tax		\$305,000	\$305,000	\$340,000	\$468,139	\$365,000	\$473,188	\$425,000	\$460,533	\$425,000	\$460,000	8.2%
EduJobs Funding		\$0	\$0	\$0	\$0	\$0		\$0		\$0		
Income from Cash Balance		\$0	\$521,449	\$6,060	\$0	\$0	\$0	\$1,049,445	\$0	\$1,437,247	\$1,517,554	5.6%
Tax Anticipation Notes		\$0	\$0	\$0	\$0	\$0		\$0		\$0		
Total		\$32,434,926	\$33,784,182	\$34,869,236	\$36,037,020	\$36,489,954	\$36,675,763	\$37,552,029	\$36,636,148	\$38,782,732	\$40,631,948	4.8%

(\$0)

DISBURSEMENTS	12-0-	2016-2017	2017-2018	2018-2019	18-19 Act	2019-2020	19-20 Act.	2020-2021	20-21 Act.	2021-2022	2022-2023	Difference
Instruction		\$15,692,946	\$16,530,056	\$17,152,498	\$18,360,405	\$18,418,537	\$17,882,674	\$19,104,896	\$18,857,227	\$20,402,083	\$21,402,473	4.9%
Special Education		\$5,058,535	\$5,164,136	\$5,593,252	\$5,680,133	\$5,693,360	\$5,551,142	\$5,655,708	\$5,402,499	\$5,503,587	\$5,579,669	1.4%
Pupil Support Services		\$1,067,837	\$1,081,358	\$1,244,128	\$921,913	\$1,248,591	\$1,218,846	\$1,288,014	\$1,221,533	\$1,242,940	\$1,393,021	12.1%
Staff Support Services		\$2,034,568	\$2,163,431	\$2,230,089	\$1,846,648	\$2,131,233	\$1,771,465	\$2,170,096	\$1,949,596	\$2,226,858	\$2,309,749	3.7%
Board of Education		\$269,000	\$214,000	\$218,500	\$194,059	\$218,500	\$198,632	\$237,626	\$196,189	\$237,626	\$237,626	0.0%
General Administration		\$690,106	\$702,111	\$642,703	\$833,768	\$749,337	\$905,493	\$779,242	\$708,035	\$813,755	\$826,835	1.6%
Building Administration		\$2,063,174	\$2,120,211	\$2,130,108	\$2,180,184	\$2,193,284	\$2,250,266	\$2,308,941	\$2,271,189	\$2,360,718	\$2,499,178	5.9%
Business		\$743,837	\$766,859	\$729,241	\$560,119	\$739,887	\$642,504	\$763,375	\$682,582	\$772,746	\$825,175	6.8%
Operation Of Plant		\$2,770,526	\$2,928,495	\$2,908,987	\$2,792,198	\$2,947,665	\$2,701,049	\$3,048,939	\$2,710,351	\$3,059,010	\$3,256,650	6.5%
Maintenance Of Plant		\$879,458	\$870,092	\$837,106	\$853,671	\$908,587	\$973,176	\$937,107	\$1,013,269	\$933,170	\$1,042,841	11.8%
Transportation		\$1,049,939	\$1,128,433	\$1,182,624	\$1,052,268	\$1,240,973	\$939,536	\$1,258,085	\$1,026,512	\$1,230,239	\$1,258,731	2.3%
Total		\$32,319,926	\$33,784,182	\$34,869,236	\$35,275,366	\$36,489,954	\$35,034,783	\$37,552,029	\$36,038,982	\$38,782,732	\$40,631,948	4.8%

2022 Legislative Session*

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

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

Sun	Mon	Tues	Wed	Thur	Fri	Sat
March						
		1	2	3	4	5
		DAY 34	DAY 35	DAY 36	RECESS	
6	7	8	9	10	11	12
	RECESS	DAY 37	DAY 38	DAY 39	DAY 40	
13	14	15	16	17	18	19
	DAY 41	DAY 42	DAY 43	DAY 44	RECESS	
20	21	22	23	24	25	26
	RECESS	DAY 45	DAY 46	DAY 47	DAY 48	
27	28	29	30	31		
	DAY 49	DAY 50	DAY 51	DAY 52		

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

Federal & State Holidays

January 17 – Martin Luther King Jr. Day
February 21 - Presidents' Day

Legislative Recess Days

January 14
February 4, 7, 18
March 4, 7, 18, 21
April 1, 4, 14, 15, 18, 19

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

2022 NEBRASKA UNICAMERAL LEGISLATURE
Alphabetical List

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

As of 10/20/2021

Senator	District	Capitol Phone	Room	City
Aguilar, Raymond	35	(402) 471-2617	1118	Grand Island
Albrecht, Joni	17	(402) 471-2716	12 th Floor	Thurston
Arch, John	14	(402) 471-2730	1117	La Vista
Blood, Carol	3	(402) 471-2627	10 th Floor	Bellevue
Bostar, Eliot	29	(402) 471-2734	10 th Floor	Lincoln
Bostelman, Bruce	23	(402) 471-2719	1210	Brainard
Brandt, Tom	32	(402) 471-2711	1528	Plymouth
Brewer, Tom	43	(402) 471-2628	1423	Gordon
Briese, Tom	41	(402) 471-2631	1306	Albion
Cavanaugh, John	9	(402) 471-2723	8 th Floor	Omaha
Cavanaugh, Machaela	6	(402) 471-2714	11 th Floor	Omaha
Clements, Robert	2	(402) 471-2613	1120	Elmwood
Day, Jen	49	(402) 471-2725	11 th Floor	Omaha
DeBoer, Wendy	10	(402) 471-2718	12 th Floor	Bennington
Dorn, Myron	30	(402) 471-2620	1208	Adams
Erdman, Steve	47	(402) 471-2616	1124	Bayard
Flood, Michael	19	(402) 471-2929	1206	Norfolk
Friesen, Curt	34	(402) 471-2630	1110	Henderson
Geist, Suzanne	25	(402) 471-2731	12 th Floor	Lincoln
Gragert, Tim	40	(402) 471-2801	11 th Floor	Creighton
Groene, Mike	42	(402) 471-2729	1302	North Platte
Halloran, Steve	33	(402) 471-2712	1115	Hastings
Hansen, Ben	16	(402) 471-2728	1308	Blair
Hansen, Matt	26	(402) 471-2610	12 th Floor	Lincoln
Hilgers, Mike	21	(402) 471-2673	2103	Lincoln
Hilkemann, Robert	4	(402) 471-2621	10 th Floor	Omaha
Hughes, Dan	44	(402) 471-2805	2108	Venango
Hunt, Megan	8	(402) 471-2722	1523	Omaha
Kolterman, Mark	24	(402) 471-2756	1101	Seward
Lathrop, Steve	12	(402) 471-2623	1103	Omaha
Lindstrom, Brett	18	(402) 471-2618	8 th Floor	Omaha
Linehan, Lou Ann	39	(402) 471-2885	1116	Elkhorn
Lowe, John S., Sr.	37	(402) 471-2726	12 th Floor	Kearney
McCollister, John S.	20	(402) 471-2622	12 th Floor	Omaha
McDonnell, Mike	5	(402) 471-2710	10 th Floor	Omaha
McKinney, Terrell	11	(402) 471-2612	11 th Floor	Omaha
Morfeld, Adam	46	(402) 471-2720	10 th Floor	Lincoln
Moser, Mike	22	(402) 471-2715	1529	Columbus
Murman, Dave	38	(402) 471-2732	1522	Glensvil
Pahls, Rich	31	(402) 471-2327	1403	Omaha
Pansing Brooks, Patty	28	(402) 471-2633	10 th Floor	Lincoln
Sanders, Rita	45	(402) 471-2615	11 th Floor	Bellevue
Slama, Julie	1	(402) 471-2733	11 th Floor	Sterling
Stinner, John P.	48	(402) 471-2802	1305	Gering
Vargas, Tony	7	(402) 471-2721	8 th Floor	Omaha
Walz, Lynne	15	(402) 471-2625	1107	Fremont
Wayne, Justin T.	13	(402) 471-2727	1212	Omaha
Williams, Matt	36	(402) 471-2642	1401	Gothenburg
Wishart, Anna	27	(402) 471-2632	8 th Floor	Lincoln

2021 NEBRASKA UNICAMERAL LEGISLATURE

Capitol Mailing Address:

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

As of 1/6/2022

District	Senator	Capitol Phone	Room	City
1	Slama, Julie	(402) 471-2733	11 th Floor	Sterling
2	Clements, Robert	(402) 471-2613	1120	Elmwood
3	Blood, Carol	(402) 471-2627	10 th Floor	Bellevue
4	Hilkemann, Robert	(402) 471-2621	10 th Floor	Omaha
5	McDonnell, Mike	(402) 471-2710	10 th Floor	Omaha
6	Cavanaugh, Machaela	(402) 471-2714	11 th Floor	Omaha
7	Vargas, Tony	(402) 471-2721	8 th Floor	Omaha
8	Hunt, Megan	(402) 471-2722	1523	Omaha
9	Cavanaugh, John	(402) 471-2723	8 th Floor	Omaha
10	DeBoer, Wendy	(402) 471-2718	12 th Floor	Bennington
11	McKinney, Terrell	(402) 471-2612	11 th Floor	Omaha
12	Lathrop, Steve	(402) 471-2623	1103	Omaha
13	Wayne, Justin T.	(402) 471-2727	1212	Omaha
14	Arch, John	(402) 471-2730	1117	La Vista
15	Walz, Lynne	(402) 471-2625	1107	Fremont
16	Hansen, Ben	(402) 471-2728	1308	Blair
17	Albrecht, Joni	(402) 471-2716	12 th Floor	Thurston
18	Lindstrom, Brett	(402) 471-2618	8 th Floor	Omaha
19	Flood, Michael	(402) 471-2929	1206	Norfolk
20	McCollister, John S.	(402) 471-2622	12 th Floor	Omaha
21	Hilgers, Mike	(402) 471-2673	2103	Lincoln
22	Moser, Mike	(402) 471-2715	1529	Columbus
23	Bostelman, Bruce	(402) 471-2719	1210	Brainard
24	Kolterman, Mark	(402) 471-2756	1101	Seward
25	Geist, Suzanne	(402) 471-2731	12 th Floor	Lincoln
26	Hansen, Matt	(402) 471-2610	12 th Floor	Lincoln
27	Wishart, Anna	(402) 471-2632	8 th Floor	Lincoln
28	Pansing Brooks, Patty	(402) 471-2633	10 th Floor	Lincoln
29	Bostar, Eliot	(402) 471-2734	10 th Floor	Lincoln
30	Dorn, Myron	(402) 471-2620	1208	Adams
31	Pahls, Rich	(402) 471-2327	1403	Omaha
32	Brandt, Tom	(402) 471-2711	1528	Plymouth
33	Halloran, Steve	(402) 471-2712	1115	Hastings
34	Friesen, Curt	(402) 471-2630	1110	Henderson
35	Aguilar, Raymond	(402) 471-2617	1118	Grand Island
36	Williams, Matt	(402) 471-2642	1401	Gothenburg
37	Lowe, John S., Sr.	(402) 471-2726	12 th Floor	Kearney
38	Murman, Dave	(402) 471-2732	1522	Glenvil
39	Linehan, Lou Ann	(402) 471-2885	1116	Elkhorn
40	Gragert, Tim	(402) 471-2801	11 th Floor	Creighton
41	Briese, Tom	(402) 471-2631	1306	Albion
42	Groene, Mike	(402) 471-2729	1302	North Platte
43	Brewer, Tom	(402) 471-2628	1423	Gordon
44	Hughes, Dan	(402) 471-2805	2108	Venango
45	Sanders, Rita	(402) 471-2615	11 th Floor	Bellevue
46	Morfeld, Adam	(402) 471-2720	10 th Floor	Lincoln
47	Erdman, Steve	(402) 471-2616	1124	Bayard
48	Stinner, John P.	(402) 471-2802	1305	Gering
49	Day, Jen	(402) 471-2725	11 th Floor	Omaha

2022 LEGISLATIVE COMMITTEES

Committee on Committees Final Report Standing Committees

Updated 1/18/22

Agriculture (8)

Rm. 1524 – Tuesday

Halloran (C), Brandt (VC), Brewer, Cavanaugh, J., Gragert, Groene, Hansen, B., Lathrop

Appropriations (9)

Rm. 1003 – Monday, Tuesday, Wednesday, Thursday, & Friday

Stinner (C), Wishart (VC), Clements, Dorn, Erdman, Hilkemann, Kolterman, McDonnell, Vargas

Banking, Commerce and Insurance (8)

Rm. 1507 – Monday & Tuesday

Williams (C), Lindstrom (VC), Aguilar, Bostar, Flood, McCollister, Pahls, Slama

Business and Labor (7)

Rm. 1524 – Monday

Hansen, B. (C), Blood (VC), Gragert, Halloran, Hansen, M., Hunt, Lathrop

Education (8)

Rm. 1525 – Monday & Tuesday

Walz (C), Morfeld (VC), Day, Linehan, McKinney, Murman, Pansing Brooks, Sanders

General Affairs (8)

Rm. 1510 – Monday

Briese (C), Lowe (VC), Arch, Brandt, Brewer, Cavanaugh, J., Groene, Wayne

Government, Military and Veterans Affairs (8)

Rm. 1507 – Wednesday, Thursday, & Friday

Brewer (C), Hansen, M. (VC), Blood, Halloran, Hunt, Lowe, McCollister, Sanders

Health and Human Services (7)

Rm. 1510 – Wednesday, Thursday, & Friday

Arch (C), Williams (VC), Cavanaugh, M., Day, Hansen, B., Murman, Walz

Judiciary (8)

Rm. 1113 – Wednesday, Thursday, & Friday

Lathrop (C), Pansing Brooks (VC), Brandt, DeBoer, Geist, McKinney, Morfeld, Slama

Natural Resources (8)

Rm. 1525 – Wednesday, Thursday, & Friday

Bostelman (C), Moser (VC), Aguilar, Cavanaugh, J., Gragert, Groene, Hughes, Wayne

Nebraska Retirement Systems (6)

Rm 1525 – At call of Chair

Kolterman (C), Lindstrom (VC), Clements, McDonnell, Slama, Stinner

Revenue (8)

Rm. 1524 – Wednesday, Thursday, & Friday

Linehan (C), Lindstrom (VC), Albrecht, Bostar, Briese, Flood, Friesen, Pahls

Transportation and Telecommunications (8)

Rm. 1113 – Monday & Tuesday

Friesen (C), Geist (VC), Albrecht, Bostelman, Cavanaugh, M., DeBoer, Hughes, Moser

Urban Affairs (7)

Rm. 1510 – Tuesday

Wayne (C), Hunt (VC), Arch, Blood, Briese, Hansen, M., Lowe

Select Committees

Committee on Committees (13)

Hilkemann (C)

District 1:

Bostelman

Kolterman

Morfeld (VC)

Moser

District 2:

Hunt

Lathrop

Lindstrom

Vargas

District 3:

Albrecht

Erdman

Groene

Murman

Enrollment and Review (1)

McKinney (C)

Reference (9)

Hughes (C), Vargas (VC), Geist, Hilgers, Lathrop, Lowe, McCollister, Pansing Brooks, Slama, Stinner (nonvoting ex officio)

Rules (6)

Clements (C), DeBoer (VC), Cavanaugh, J., Erdman, Hansen, M., Hilgers (ex officio)

Special Committees

Building Maintenance (6)

Erdman (C), Lowe (VC), Brandt, Dorn, McDonnell, Stinner

Education Commission of the States (3)

Morfeld, Pahls, Walz

Executive Board of the Legislative Council (9)

Hughes (C), Vargas (VC), Geist, Hilgers, Lathrop, Lowe, Pansing Brooks, McCollister, Slama, Stinner (nonvoting ex officio)

Justice Reinvestment Oversight (5)

Lathrop (C), Cavanaugh, J., McKinney, Pansing Brooks, Wayne

Legislative Performance Audit (7)

Geist (C), McCollister (VC), Day, Friesen, Hilgers, Hughes, Stinner

Midwestern Higher Education Compact (2)

Cavanaugh, J., Walz

Planning Committee (9)

Vargas (C), DeBoer (VC), Bostar, Clements, Hansen, M., Hilgers, Hughes, Stinner, Williams

Redistricting Committee (9)

Linehan (C), Wayne (VC), Blood, Brewer, Briese, Geist, Lathrop, Lowe, Morfeld

State- Tribal Relations Committee (7)

Albrecht (C), McKinney (VC), Brewer, Gragert, Hilkemann, Hunt, Wishart



Board of Education Legislative Goals 2021/2022

Ralston Public Schools Non-negotiables

- RPS will continue to cultivate a systems thinking approach to all school programs, business, and operations.
- RPS will continue to provide the needed resources that support the defined Board of Education strategic priorities.
- With a focus on equity, RPS will continue to refine and grow our academic and social emotional programs to meet the needs of all of our students.
- RPS will continue to deliver a wide array of outstanding activity programs to allow our students a well rounded school experience.
- RPS will continue to evaluate the effectiveness and efficiency of all programs and services and make adjustments as necessary.
- RPS will refine and grow our outreach programs and service expectations to include a focus on Social Emotional Learning and Staff Self Care.
- With a focus on equity, RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.

Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.
- Continued emphasis of State Equalization Aid (TEEOSA) and the infusion of further dollars into the aid formula.
- Review, monitor, and potentially support legislation that identifies and increases different revenue mechanisms for public schools across Nebraska.
- Oppose any efforts to create a partisan State Board of Education or Commissioner of Education.
- Oppose tax cuts that endanger any part of the State's revenue stream.
- Monitor any legislation that adjusts property valuation.
- Increase Special Education Funding.
- Continue to support and enhance Learning Community Programs that serve at-risk and diverse student populations in Ralston and within the Metro Area.
- Support legislation to increase funding for early childhood programs.
- Encourage further adjustments to the needs formula within TEEOSA specifically ELL and poverty.
- Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas and paid student internships.
- Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)
- Oppose any legislation that advances charter schools or voucher systems that reduce funding and opportunities for public schools.
- Support school choice through the protection of net option funding.
- Support legislation addressing the impacts of the COVID-19 pandemic to include limiting school liability and increased funding and support for recovery learning efforts.

2022

ADVOCACY HANDBOOK

FOR THE 2022 LEGISLATIVE SESSION

NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2022

AND A GUIDE FOR EFFECTIVE ADVOCACY

AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 19, 2021
FOR THE 107TH LEGISLATURE, 2ND SESSION

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

#weLIVEhere

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



WELCOME - WHAT IS YOUR ROLE

107TH LEGISLATURE, 2ND 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.

2022 LEGISLATIVE CALENDAR

January 5	2022 Legislative Session begins
January 20	Day 10: All new bills must be introduced by this date
January 30-31	Legislative Issues Conference
April 20	Day 60: Final Day of the 2022 Legislative Session
July 1	Call for Legislative Submissions for 2023 consideration due
November 18	2022 Delegate Assembly Omaha
(All Dates are Tentative & Subject to Change)	

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WHAT IS YOUR ROLE - ADVOCACY & ENGAGEMENT

107TH LEGISLATURE, 2ND SESSION

SHARE YOUR STORY!
KNOW YOUR DISTRICT'S DATA!
UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE!

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

LEGISLATORS CARE ABOUT YOUR OPINION.
REMIND THEM; YOU ARE THEIR NEIGHBOR.
VOTERS ALSO PUT YOU IN OFFICE.
YOU ARE GUARDIANS FOR THE STATE'S MOST PRECIOUS RESOURCE...CHILDREN.
YOU HAVE AN INFLUENTIAL ROLE IN YOUR COMMUNITY.
YOU KNOW BETTER THAN ANYONE THE EFFECT OF A 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

SCHOOL

- Enrollment
- # of kids in pre-school
- Average class size
- # of buildings

WHAT CAN NASB DO FOR YOU?

Assist you in preparing testimony, talking points, emails, or Op-Ed's; 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 - cocoash@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

Bookmark the "Government Relations" tab of www.NASBonline.org

NASB Twitter: www.twitter.com/NASBonline

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NASB Videos: "NASB Home / News & Resources / Videos"

Key Hashtags: [#liveNASB](#) [#weLIVEhere](#)

Nebraska Legislature: www.nebraskalegislature.gov

Senators Web Pages: www.nebraskalegislature.gov/senators



YOUR 2021-22 STATE SENATORS

107TH LEGISLATURE, 2ND SESSION



Sen. Julie Slama
District 1
Peru



Sen. Robert Clements
District 2
Elmwood



Sen. Carol Blood
District 3
Bellevue



Sen. Robert Hilkemann
District 4
Omaha



Sen. Mike McDonnell
District 5
Omaha



Sen. Machaela Cavanaugh
District 6
Omaha



Sen. Tony Vargas
District 7
Omaha

Former School Board Member



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. Steve Lathrop
District 12
Omaha



Sen. Justin Wayne
District 13
Omaha

Former School Board Member



Sen. John Arch
District 14
Papillion



Sen. Lynne Walz
District 15
Fremont



Sen. Ben Hansen
District 16
Blair



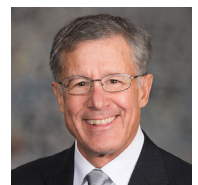
Sen. Joni Albrecht
District 17
Thurston



Sen. Brett Lindstrom
District 18
Omaha



Sen. Mike Flood
District 19
Norfolk



Sen. John McCollister
District 20
Omaha



Sen. Mike Hilgers
District 21
Lincoln



Sen. Mike Moser
District 22
Columbus



Sen. Bruce Bostelman
District 23
Brainard



Sen. Mark Kolterman
District 24
Seward

Former School Board Member



Sen. Suzanne Geist
District 25
Lincoln

YOUR 2021-22 STATE SENATORS

107TH LEGISLATURE, 2ND SESSION



Sen. Matt Hansen
District 26
Lincoln



Sen. Anna Wishart
District 27
Lincoln



Sen. Patty Pansing Brooks
District 28
Lincoln



Sen. Eliot Bostar
District 29
Lincoln



Sen. Myron Dorn
District 30
Adams



Sen. Rich Pahls
District 31
Omaha



Sen. Tom Brandt
District 32
Plymouth



Sen. Steve Halloran
District 33
Hastings



Sen. Curt Friesen
District 34
Henderson



Sen. Raymond Aguilar
District 35
Grand Island



Sen. Matt Williams
District 36
Gothenburg



Sen. John Lowe
District 37
Kearney



Sen. Dave Murman
District 38
Glenvil

Former School Board Member



Sen. Lou Ann Linehan
District 39
Elkhorn



Sen. Tim Gragert
District 40
Creighton

Former School Board Member



Sen. Tom Briese
District 41
Albion

Former School Board Member



Sen. Mike Groene
District 42
North Platte



Sen. Tom Brewer
District 43
Gordon

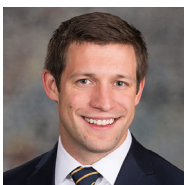


Sen. Dan Hughes
District 44
Venango

Former School Board Member



Sen. Rita Sanders
District 45
Bellevue



Sen. Adam Morfeld
District 46
Lincoln



Sen. Steve Erdman
District 47
Bayard

Former School Board Member



Sen. John Stinner
District 48
Gering

Former School Board Member



Sen. Jen Day
District 49
Gretna



Gov. Pete Ricketts

YOUR 2022 NASB LEGISLATION COMMITTEE

107TH LEGISLATURE, 2ND SESSION



Kim Burry, Chair
NASB President-Elect
Bayard



Brad Wilkins
NASB President
Ainsworth



Sandy Noffsinger
NASB Vice President
Dundy County Stratton



Member 1
Shavonna Holman
Omaha
Term Ends 2022



Member 2
Jane Erdenberger
Omaha
Term Ends 2024



Member 3
Spencer Head
Omaha
Term Ends 2022



Member 4
Connie Duncan
Lincoln
Term Ends 2024



Member 5
Kathy Danek
Lincoln
Term Ends 2022



Member 6
Amanda McGill Johnson
Millard
Term Ends 2024



Member 7
Sarah Centineo
Bellevue
Term Ends 2022



Member 8
Beth Morrisette
Westside
Term Ends 2024



Member 9
Skip Altig
North Platte
Term Ends 2022



Member 10
Marla Grier
South Sioux City
Term Ends 2024



Member 11
Laura Schneider
Hastings
Term Ends 2022



Member 12
Ryne Seaman
Seward
Term Ends 2024



Member 13
Suzanne Sapp
Ashland-Greenwood
Term Ends 2022



Member 14
Lisa Wagner
Central City
Term Ends 2024



Member 15
Steve Koch
Hershey
Term Ends 2022



Member 16
Jim Vlach
Lyons-Decatur
Term Ends 2024



Member 17
Christopher Waddle
Giltner
Term Ends 2022



Member 18
Judy Thompson
ESU 16
Term Ends 2024



Appointed Member
Lisa Albers
Grand Island
Term Ends 2022



Appointed Member
Jayson Bishop
Perkins County
Term Ends 2022



Appointed Member
Drew Blessing
Kearney
Term Ends 2022



Appointed Member
Steve Blocher
West Point
Term Ends 2022



Appointed Member
Kyle Fisher
Springfield Platteview
Term Ends 2022



Appointed Member
Stacie Higgins
Nebraska City
Term Ends 2022



Appointed Member
Amie Kopcho
York
Term Ends 2022



Appointed Member
Stephanie Summers
David City
Term Ends 2022

NASB POSITIONS ENCLOSED

107TH LEGISLATURE, 2ND SESSION

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

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

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

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

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

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

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 2021 LEGISLATIVE RESOLUTIONS

107TH LEGISLATURE, 2ND SESSION

... as approved by the Legislation Committee on July 16, 2021
... and approved by the Board of Directors on August 21, 2021
... and submitted to the Delegate Assembly on November 19, 2021

Resolutions are statements of intended and desired legislative action on items of current needs or problems. Resolutions are in effect for one year and direct the organization and its staff in their legislative efforts with each annual session of the Legislature.

All resolutions submitted are presented for consideration and action. The Delegate Assembly shall receive, consider, and act upon legislative resolution proposals submitted to it by the Legislation Committee and the Board of Directors.

LEADERSHIP

INNOVATION

VISION

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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.

YOUR NASB STANDING POSITIONS

107TH LEGISLATURE, 2ND SESSION

... as approved by the Legislation Committee on July 16, 2021
... and approved by the Board of Directors on August 21, 2021
... and submitted to the Delegate Assembly on November 19, 2021

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

LEADERSHIP

INNOVATION

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BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — BOARD DEVELOPMENT

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

S-2 — BOARD RECOGNITION

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

S-3 — BUSINESS AND EDUCATION PARTNERSHIPS

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

S-4 — COLLABORATIVE SERVICES TO YOUTH

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

S-5 — LEADERSHIP TEAM

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

S-6 — PARENT INVOLVEMENT

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

S-7 — POLICY

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

S-8 — USE OF ACCOUNTABILITY DATA FOR SCHOOL IMPROVEMENT

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

YOUR NASB STANDING POSITIONS

107TH LEGISLATURE, 2ND 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)

YOUR NASB STANDING POSITIONS

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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 — 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-26 — 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-27 — 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-28 — 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-29 — 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-30 — 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-31 — 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)

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S-32 — ELIMINATION OF EXPENDITURE LIMITATION

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

S-33 — 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-34 — 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-35 — 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-36 — 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-37 — 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-38 — 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-39 — 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-40 — 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-41 — 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-42 — 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-43 — LEGISLATIVE REVIEW OF STATUTORY DEADLINES

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

S-44 — 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)

YOUR NASB STANDING POSITIONS

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S-45 — 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-46 — 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-47 — 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-48 — 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-49 — 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-50 — 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-51 — 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-52 — ALLIED SCHOOLS

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

S-53 — 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)

YOUR NASB STANDING POSITIONS

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S-54 — AUTHORITY OF SCHOOL BOARDS

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

S-55 — 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-56 — 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-57 — 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-58 — EDUCATIONAL SERVICE UNIT GOVERNANCE

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

S-59 — 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-60 — 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-61 — 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-62 — 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-63 — 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-64 — 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-65 — 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-66 — SCHOOL CALENDARS

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

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PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-67 — 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-68 — 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-69 — 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-70 — 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-71 — 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-72 — 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-73 — 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-74 — 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-75 — 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-76 — 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-77 — 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-78 — CHOICE AND AFFILIATION

NASB supports the concepts of choice and affiliation among public schools as a means to maximize education opportunity. NASB believes any such program should result in the least amount of disruption and uncertainty for the affected school districts. (1995)

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S-79 — 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-80 — CORPORATE SPONSORSHIPS IN SCHOOLS

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

S-81 — 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-82 — 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-83 — 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-84 — 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-85 — 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-86 — 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-87 — 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-88 — 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)

Douglas County Family Resource Center Project: Environmental Scan

Community Needs & Assets, Barriers, and Potential Solutions



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Douglas County Family Resource Center Project: Environmental Scan

Community Needs & Assets, Barriers, and
Potential Solutions

Submitted to:

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and Erin Bock; Kerri Sanchez- The Sherwood Foundation

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Introduction

While issues facing youth and families in Douglas County have been a central concern of community stakeholders for many years, recent discussions around the absence of an effective early intervention and prevention system sparked momentum to explore the possibility of developing a Family Resource Center (FRC) type of model in this area. These discussions began in mid-late 2020 and focused mostly on the issue of chronic absenteeism and truancy as a critical point of early intervention for at-risk youth and families. However, there was also a desire to broaden the focus to truly understand the unmet needs of youth and families in Douglas County, explore ways to leverage existing resources and infrastructure, and discover what might be missing from that equation, to better meet those needs.

In November of 2020, Douglas County and the Sherwood Foundation partnered with OMNI Institute to take a deep dive into existing research and community needs, assets, and barriers in a way that would provide stakeholders with the information needed to determine a path forward to improve service delivery for youth and families in this community. To accomplish these goals, OMNI developed a three-phased approach to this project. The first phase has involved the collection and review of relevant information, data, and literature culminating in this Environmental Scan document that will be shared with stakeholders to guide future planning and decision-making efforts. In the second phase, OMNI will engage in a collaborative process with stakeholders to develop an agreed-upon Action Plan that outlines sequenced steps required to implement the path forward (FRC or other solution). It is anticipated that this action plan will include resources needed to complete each step in the process, persons responsible for completing the actions, proposed timelines, and other key components that will result in clarity of roles and responsibilities. Finally, in the third phase, OMNI will specify an evaluation framework and plan to ensure there is a clearly articulated approach for assessing whether planned efforts are happening as intended, whether course correction and adjustments are needed, and eventually, whether and how efforts are leading to the desired outcomes.

Approach & Methods

The goal of the environmental scan was to synthesize information on: (a) current needs of youth and families in Douglas County; (b) community assets and gaps; and (c) effective models, practices, and programs to intervene early to prevent system involvement. To achieve these objectives, OMNI used a multi-method approach that included: document and data review; facilitated discussion; stakeholder interviews; and literature review. Each of these methods is briefly described below.

- **Document and data review.** Douglas County representatives provided OMNI with documents, meeting notes, and reports that included information on prior work in the County on issues related to youth system involvement as well as school-level data on suspensions, absenteeism, truancy, and referrals. These resources were catalogued and reviewed to better understand youth and family needs and community strengths and systems-level gaps.
- **Literature review.** OMNI reviewed literature on Family Resource Center Models and other effective strategies and practices that prevent downstream formal system involvement.
- **Facilitated discussions.** Key representatives from local government, education, child welfare, juvenile justice, and social services were invited to be part of an advisory 'Think Tank' for the project. In late April 2021, OMNI facilitated a virtual discussion with this group that included

conversation about youth and family systems-level service and support needs, strengths and gaps in youth- and family-serving organizational collaborations, and potential needs by specific groups and geographic areas.

- **Stakeholder interviews.** Members of the advisory 'Think Tank' group (n=7) completed an online survey to identify and prioritize organizational representatives for the stakeholder interviews. The purpose of the interviews was to gather perspectives from key community leaders who could speak to the needs of local youth and families and to provide perspective on gaps that could be filled by a Family Resource Center or other model. To conduct the interviews, OMNI developed a semi-structured interview guide with supplemental questions to ask specifically of organizations providing direct services to youth and families. In total, OMNI conducted 10 key informant interviews and one focus group (involving five school social workers) with representatives from the following agencies and organizations:

	Programs	Type of Services
Community Resource 	Latino Center Family and Community Department	Case Management/Navigation/Referrals
	Douglas County Community Response	Navigation and Referrals
	Nebraska Family Support Network	Mentoring/Navigation/Referrals
	Nebraska Family Helpline	Navigation and Referrals
	Urban League	Navigation/Referrals/Mentoring/Case Management
Child Welfare 	DHHS Intensive Family Preservation	Case Management/In-Home Services
Education 	GOALS	Case Management
	Douglas County School Social Workers	Navigation and Referrals
Juvenile Justice 	JAC	Assessment/Case Management/Referrals
	Douglas County Attorney	Adjudication/Referrals

Across data sources, OMNI synthesized the information to generate a summary of youth and family needs in Douglas County; community assets; systems barriers and gaps in services; and potential solutions, including specification of core components and potential pathways to developing an FRC in Douglas County.

Youth & Family Needs

Basic Needs

The needs of youth and families in Douglas County are complex and multi-faceted. At the foundation, stakeholders discussed how some families in Douglas County are still struggling with meeting basic needs, such as housing, employment, and food security. Although the unemployment rate is relatively low in Douglas County at 3%,ⁱ underemployment is a salient concern with approximately 12% of residents living below the poverty lineⁱⁱ and nearly 14% of families experiencing food insecurity.ⁱⁱⁱ These struggles have only worsened since the COVID-19 pandemic.

Considering the number of families struggling to meet basic needs, one interviewee expressed concern that resources were not being adequately allocated to emergency services. In recent roundtables held by Operation Youth Success, parents shared their greatest need was access to financial resources and an easy way to connect to existing services.^{iv} To further illustrate this point, approximately 27% of families calling the Nebraska Family Helpline between 2018-2020 requested Basic Needs support.^v From the perspective of stakeholders, the issue of basic needs is two-fold in that not only are there limited direct support services available in the community, but families are often unaware of what resources are available to them until their circumstances escalate to a crisis warranting a call to the Helpline or they become formally system-involved.

Transportation was another primary basic need discussed by most stakeholders. One interviewee explained that lack of transportation is a deep-rooted problem that impacts so many areas of a youth or family's life, and it "can't be solved with random bus tickets" especially since public transportation in the area is limited. A lack of reliable transportation impacts a family's ability to take their children to school, go to court hearings, and access much-needed services.

Mental and Behavioral Health Needs

In addition to those basic foundational needs, stakeholders also discussed the varying mental and behavioral health needs of children and youth that are not being met. Almost all stakeholders said that families struggle to find high-quality mental health care for their children, both due to a lack of availability or inability to pay. Most providers also work M-F 9-5, which does not work well for families who can't easily take time off work during traditional business hours.

Stakeholders also discussed the gap in services for youth with more severe mental health diagnoses and for those who need trauma-informed care. There is a shortage of child psychiatrists in Douglas County

12% of residents living below the poverty line.



14% of families experiencing food insecurity.



and a long waiting list for in-patient mental health treatment. In addition, placement options are limited for youth with significant mental health issues or a history of violence.

This gap in mental health services is especially severe for families who do not speak English, and stakeholders indicated that in general there is a lack of culturally responsive mental health services. Youth participating in roundtable discussion with Operation Youth Success said that they wanted therapists who reflected their community.^{vi} Stakeholders also surfaced that there may be an issue of trust with providers, and they shared that families are not often given the autonomy to change providers if they are determined to not be a good fit. According to stakeholders, families want and deserve choice in their provider network.



The need for mental health services is supported by community data. According to the 2018 Child & Adolescent Health Needs Assessment (Professional Research Consultants [PRC], 2018):

Eighty percent of key informants surveyed for the Child & Adolescent Health Needs Assessment (PRC,

- ◀ 14.8% of Omaha Metro Area parents reported that their children (ages 5-17) needed mental health services.
- ◀ 13.8% reported their children received mental health services.
- ◀ Approximately 11% reported that their children have been prescribed medication for mental health concerns.
- ◀ “Mental Health” also represented the top requested referral among families calling the Nebraska Family Helpline, with over 40% of families requesting this type of assistance.

2018) agreed that children’s mental and emotional health was a “major problem” for the Omaha Metro Area. The top concerns identified by participants are highlighted in the figure above.

Parent Engagement and Family Relationships

Stakeholders discussed the importance of empowering parents who are “system-fatigued.” They may be struggling to meet their family’s basic needs and address their children’s mental and behavioral health issues. Instead of services within the formal systems, which may be viewed as punitive, families need holistic support that empowers them to better parent and advocate for their children. Parent education and support was the top referral made to families calling the Nebraska Family Helpline between 2018-2020, with over 50% of families being referred for this type of service.^{vii}

Stakeholders from within the formal juvenile justice and child welfare systems explained that by the time families reach those systems, relationships between parents and adolescent children are fraught with conflict. According to one stakeholder, many parents are “fed up with teenagers whose behaviors are out of control.” Stakeholders shared that many parents just “want the child out of the house,” but they don’t necessarily qualify for that level of intervention, underscoring the need for stronger parental support and informal short-term respite care. Other stakeholders agreed that by the time families reach the point of formal system intervention, there are parents who won’t respond to services because they want the child removed from the home making it very difficult to meaningfully engage them in the service plan especially if it is not court-ordered.

“The way we do services is just as important as the services themselves.”

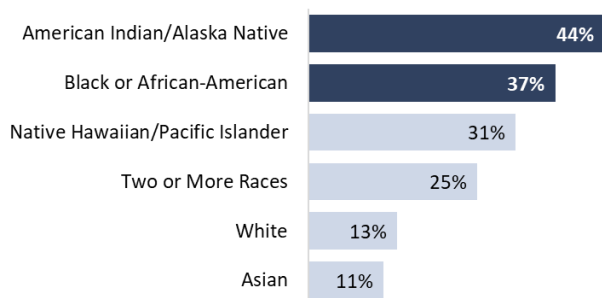
Chronic Absenteeism and Truancy

Almost all stakeholders discussed the tricky issue of chronic absenteeism. There is no single solution to keeping youth in school—every youth and family is unique, and at the heart of the issue is the fact that you simply cannot force a teenager to go to school. Sometimes families do not prioritize school attendance, but often absenteeism is one among many outcomes that result when families struggle to meet basic needs. Absenteeism can result from lack of child-care, inadequate transportation, or other factors that make it difficult for children to get to school.

As with other issues, prevention and early intervention is the key. Educational neglect cases for children under age 12 often turn into truancy cases in the future if the problem is not solved. Once a truancy case is filed, schools have often tried multiple solutions, so it’s important for schools to collaborate with families early to keep kids interested in school. Stakeholders explained that truancy is often a gateway to other delinquency issues, because if kids aren’t in school, they’re more likely to “get into trouble.” Thus, preventing chronic absenteeism is an important component to creating and sustaining a community of thriving youth and families.

In the 2018-2019 school year, 19,910 students in Douglas County experienced chronic absenteeism (more than 15 absences), representing nearly 21% of the student population. Over one-third of students missed more than ten days and approximately 13% had more than 20 absences. These numbers illustrate the prevalence of absenteeism in Douglas County. The figures below show the demographic distribution of chronic absenteeism in the county. ^{viii}

Chronic absenteeism data in Douglas County from 2018-2019 shows a large percentage of American Indian/Alaskan Natives, and Black or African American youth are at-risk.



75% live in Poverty



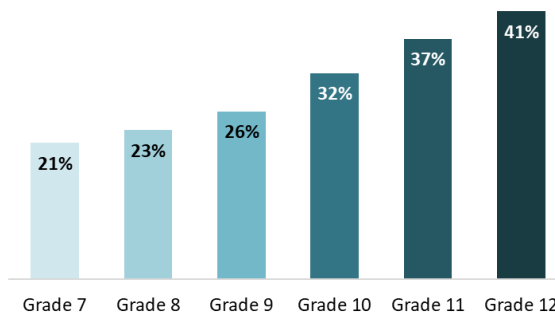
25% are in special education

*Chronic absenteeism is defined as missing 15+ days in a school year.

An equal proportion of males and females experienced chronic absenteeism, and the prevalence of chronic absenteeism increased with each grade level.



20% of males and females presented chronic absenteeism



As noted in the figures above, there is a strong link between living in an economically insecure household and chronic absenteeism. Overall, nearly 48% percent of enrolled students were living in poverty (Black students were overrepresented in this population as well with 80% falling into this category), but when looking at those youth experiencing chronic absenteeism, approximately 75% were living in poverty. This suggests that youth from lower income families are at a greater risk for chronic absenteeism.^{ix}

The JAC administers the Absenteeism Intervention Management (AIM) tool to assess youth who are referred for truancy. The AIM tool was designed to identify reasons for absenteeism and family needs so that the JAC can match the services to meet those needs. Below represents findings from analysis of 2018-2019 AIM data conducted by **Category One Consulting**, which indicated the following top ten factors contributing to formal truancy filings^x:

- | | |
|--|---|
| 1 Parents unable/unwilling to enforce expectations | 6 Student had history of absenteeism prior year |
| 2 Morning routine (alarm clock, no monitoring) | 7 Student has mental health needs |
| 3 Parents not assisting with school expectations | 8 Student is behind on course credits |
| 4 Student refuses to get up or attend school | 9 Student is skipping class but in building |
| 5 Student not reporting whereabouts to parents | 10 Student has special education needs |

These factors and causes for formal truancy filings demonstrate the importance of early intervention for chronic absenteeism, for bridging the gaps between schools and youth and their families. According to data from the JAC, in 2018-19, the Douglas County Attorney's Office received 1,458 truancy filings. However, almost none of these filings ever make it to a formal court proceeding because the County Attorney referred them for diversion to the JAC and recommended no further action. Of these cases, 296 involved youth under age 12 and were related to educational neglect. Recent trends show that formal truancy referrals have been increasing for 12- and 13-year-olds, from 135 in 2015-16 to 238 in 2018-19.^{xi}

The GOALS Center was created to be a central provider to address root causes of absenteeism—a hub-and-spokes navigation model—but it has evolved into providing more direct case management services, and they do not have the capacity and resources to serve all students who need them. In 2019-2020, GOALS served 161 students from 57 schools across 9 districts. This number was down from 200 students in 2018-2019, although referrals from schools could have been impacted by COVID-19. It is important to note that GOALS can only operate as intended if given adequate and appropriate referrals from schools, and not all schools in the community are taking advantage of this asset. That said, GOALS alone does not have the capacity to serve all youth in the County experiencing absenteeism and truancy issues.

According to stakeholder interviews, a commitment to truancy prevention varies by school and district. Schools make the final decision of how to deal with chronic absenteeism—the state does not provide consistent oversight over referrals for services or truancy filings or data tracking. It's up to the individual school how they handle cases of chronic absenteeism among their students—with some schools being more committed to engaging youth and families than others. Schools also have individual relationships with specific service providers, and there is no broad connected network between providers and schools.

Continuum of Services & Navigation

Families have unique and individualized needs, and there is not a formalized continuum of care to meet these needs, particularly for at-risk families that are not currently system involved. A theme that emerged from the interviews is that services are more readily available once a family becomes involved in the child welfare and/or juvenile justice systems, but early intervention and prevention services are limited. Several stakeholders discussed the need for short-term interventions to relieve family stress or pressure

to prevent these situations from escalating to the point of system intervention. For example, when fighting between parents and an adolescent has reached a crisis point, families may need respite care—a safe place for the youth to stay for a few days so everyone can cool off and come to a solution. Currently, respite care is not available without formal entry into the child welfare or juvenile justice system.

One particular challenge raised by stakeholders is that many youth and families in the community are largely unaware of the services that are available to them until they come into contact with a formal system of intervention. To some degree, even service providers are not fully aware of other available services in the community and at times those responsible for connecting families to services have referral preferences. These circumstances culminate in an underutilization of existing services and a disruption of the continuum of services.

Stakeholders discussed the need for a central hub (both in-person and online) where families can go for direct services, referrals, and system/service navigation, especially prior to formal system involvement. Families need advocates to help them navigate the formal systems of juvenile justice and child welfare, and they also need assistance in accessing the siloed network of service providers throughout the County. Douglas County Community Response fills a navigator role now, but it is not a centralized hub. Rather, its navigators are trained and housed in different service providers and agencies. They also fill a short-term referral and connection role; they do not have long-term case management relationships with families. Not all families need long-term assistance, but there should be a continuum of services available prior to formal system involvement. Stakeholders felt strongly that youth and families should not need a child protection referral or a delinquency filing to access much-needed services.

While some families need short-term solutions or infrequent service referrals, other families, many dealing with entrenched intergenerational poverty, need long-term services that couple evidence-based practices with concrete basic needs. Several stakeholders mentioned a desire to provide more intensive and longer-term services to families, but their scope and funding are limited. Currently such family preservation services are only available to families with a child welfare referral. Other stakeholders acknowledged that many families just need a support system—wraparound services and/or pro-social services that are strengths-based rather than punitive in nature.

Community Assets

Every interviewee was quick to acknowledge that Douglas County has a rich well of resources, funding, organizations, and practitioners devoted to helping youth and families thrive. In particular, the formal juvenile justice and child welfare systems are well-versed at collaboration and coordination with each other and with community organizations to best meet the needs of youth and families. As mentioned previously, youth and families are generally able to access more resources when they become formally child welfare and/or juvenile justice system involved.

The interviews with Douglas County stakeholders revealed an array of services available to families, a wealth of knowledge and commitment, and a willingness to collaborate and find solutions to longstanding social problems. While there are many community organizations serving youth and families in Douglas County, the purpose of this section of the report is not to identify and describe each of those organizations, but to highlight the critical components of the infrastructure that are most relevant to the content areas discussed in this report and the most pressing needs of youth and families in this area.

In Douglas County, the County Attorney’s office diverts the majority of juvenile cases from the formal court system and works collaboratively with the JAC and Probation to oversee and collaborate on case planning. In addition, youth in foster care who have a delinquency case are served by a special crossover team, recognizing that many of their behaviors are related to trauma and should be treated as such rather than criminal activities. The role of the court system cannot be underestimated when it comes to identifying and addressing the needs of youth and families in the community.

Further, the JAC is an important asset for *system-involved* youth and families. Established in 2003, the JAC was developed to meet the needs of youth coming into the system for both status and legal offenses. Except for serious felonies such as murder or sexual assault, nearly all delinquency and status offense filings are diverted to the JAC for assessment and services. JAC case managers complete a comprehensive assessment with youth and their families and develop a collaborative case plan intended to provide referrals to community services and keep the young person out of the formal justice system. Although parents are allowed to self-refer their children to the JAC for services, interviewees indicated that this route is not well-utilized. Either parents do not know about this option, are intimidated by its connection to the formal juvenile justice system, or are not interested in these types of family services for a child whose behavior has become unmanageable.

The GOALS Center (Greater Omaha Attendance and Learning Services) is another unique asset and resource for schools, youth, and families in the Douglas County area. GOALS was originally established through legislation in 2009, and became a separate nonprofit in 2011. GOALS works with all eleven school districts in Douglas and Sarpy Counties and partners with other community non-profits to provide intensive ongoing case management for kids and families struggling with attendance issues. GOALS is designed to find individual solutions for chronic absenteeism before it turns into a legal truancy issue. However, it is a small agency and simply cannot meet the needs of all the children and families struggling with attendance at its current level of funding and staffing.

The Nebraska Family Helpline operates a crisis line and can provide de-escalation, referrals and a mobile crisis unit when necessary. It was created as a resource for families in crisis and does not presuppose system involvement, but stakeholders indicated that it is underutilized. Bolstering this service and ensuring there is a solid crisis continuum of care—crisis line, call/text contacts, mobile response, crisis stabilization, and hospitalization—could go a long way toward stabilizing youth and families in their homes.

The resources outlined above combined with the agencies represented in our stakeholder interviews and Think Tank are only the tip of the iceberg in terms of the rich resources that are available to youth and families in the community. However, as stated previously, families have a difficult time accessing resources prior to formal system involvement and the primary concern of community stakeholders that precipitated this project is the lack of a coordinated system of prevention and early intervention in the continuum of care.

System Barriers & Gaps

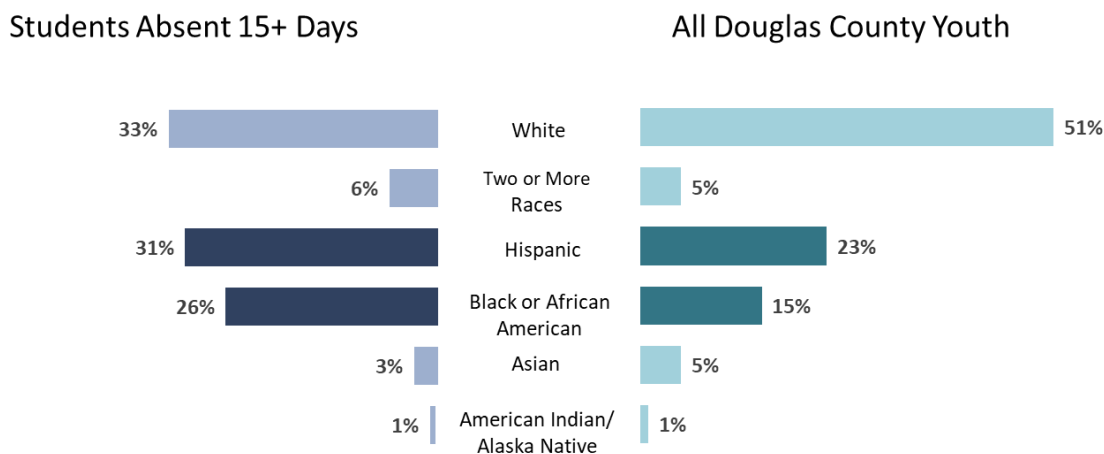
Despite the numerous resources and assets of the service array in Douglas County, there are considerable gaps in service and systemic barriers that are disrupting the continuum of care and limiting access to needed services for youth and families in the community. The community continues to struggle with entrenched systemic issues that leave some families and neighborhoods behind. Layered on top of these systemic problems is a network of services that is limited in scope and capacity, with difficulties consistently and effectively collaborating and communicating. The two most salient barriers/system issues that should be taken into consideration in the context of youth and families in Douglas County are racial and ethnic disparities in the systems of care, and challenges surrounding collaboration and coordination.

Racial & Ethnic Disparities in Formal Intervention Systems

An issue that is not unique to Douglas County, but is certainly worth raising in this context is the existing racial and ethnic disparities that exist within the formal intervention systems that impact youth and families in this area. Like other cities and communities across America, Omaha struggles with issues of systemic racism that prevent Black and Brown families and neighborhoods from thriving. As one interviewee put it, families of color are often underserved by strengths-based programs and overserved by punitive systems, as demonstrated by their disproportionate representation in the child welfare and juvenile justice systems. Structural racism, housing discrimination, and inequity have created pockets of entrenched generational poverty. Further, one interviewee said that Omaha continues to struggle with police violence, and communities of color have expressed the need for more positive community policing.

As one of the precursors to formal system involvement, chronic absenteeism and truancy represent an area to begin exploring racial and ethnic disparities. While data from local schools demonstrate that chronic absenteeism is widespread at the high school level (34% of high school students in Douglas County missed 15 days or more in 2018-19), students of color and low-income students are over-represented among those experiencing chronic absenteeism as presented in the section above. To elaborate, the figure below illustrates the disproportionate rates of chronic absenteeism among Black and Hispanic youth when compared to their respective proportions of the student population that they represent. Key stakeholders re-emphasized these points, and further shared that White youth are more likely to be referred to and access needed services in the community, such as GOALS. The GOALS data shows that youth of color are under-represented in their program, which has been attributed to the lack of referrals for these families.

Data from the schools demonstrate that chronic absenteeism is widespread at the high school level, and it disproportionately impacts students of color.



As mentioned, chronic absenteeism is often a precursor to juvenile justice and/or child welfare involvement, so the disproportionality seen in that indicator is reflective of the racial and ethnic disparities seen throughout those systems. Both nationally and locally, youth of color are more likely than White youth to be arrested and detained, and less likely to be diverted from the juvenile justice system.^{xii} Research has shown that one key contributing factor to the over-representation of minorities in the juvenile justice system is the “school-to-prison pipeline,” which refers to the unfortunate pathway that can be created when schools adopt zero-tolerance policies and over-involve police in the enforcement of school rules. Data on this topic suggests that these types of policies and practices result in disproportionately higher in-school disciplinary actions and arrest rates among youth of color, even though youth of all races engage in similar rates of misconduct at school.^{xiii}

When examining local juvenile justice statistics, 2,011 youth were arrested in Douglas County, Nebraska in 2019, of which nearly 30% were Black and 13% were Hispanic, with only 18% of arrestees being White.^{xiv} The demographics of the juvenile detention population in Douglas County, Nebraska, largely reflect statewide and national detention statistics, although the proportion of Black youth detained in this jurisdiction is higher than the comparative state and national figures (41% and 31% respectively). Nationally, approximately 31% of detained youth are Black, while in Douglas County, of the 740 unique youth detained in 2017, 49% were Black.^{xv,xvi} These figures are reflective of the racial and ethnic disparities seen throughout the juvenile justice system in this community, as well as around the country.

Similar racial and ethnic disparities can be found within the child welfare system. In 2018, there were 1,983 substantiated victims of child maltreatment in the DHHS Eastern Service Area, which covers Douglas and Sarpy Counties. Approximately 23% of these

43% of those arrested were Black or Hispanic youth.



23% of child maltreatment victims were Black.



victims were Black and roughly 19% were Hispanic.^{xvii} When looking across the State of Nebraska, findings from a report produced by *Voices for Children* indicates that “children of color experience longer average response times for investigation and disposition, and the average number and type of service or intervention offered to children and their families in the first three months of a case also differs by racial or ethnic group.”^{xviii}

While youth of color are over-represented in formal intervention systems, they are less likely than White youth to receive appropriate behavioral health diagnoses and treatment.^{xix} Research suggests that this is reflective of differential treatment in systems of care. Existing screening and assessment tools are not sensitive to diverse populations and are less likely to be administered to these groups, resulting in underdiagnosis.^{xx,xxi} Research in this area indicates a heightened need for culturally responsive screening and assessment processes and tools, as well as the implementation of mental health services that are sensitive to the unique needs and barriers faced by minority youth to ensure equitable access and delivery of services.

Several interviewees noted that Douglas County needs to put more effort into addressing issues of racial inequity and creating a network of culturally responsive services throughout the county. Some noted that many services are centered in North Omaha, neglecting the issues facing families in South Omaha. However, DHHS staff explained that a high percentage of DHHS intake cases are from two North Omaha zip codes, and there remains a lack of access to services in those areas as well. Across Douglas County, immigrants and refugee families continue to struggle to find services in their language, and indigenous/native families are generally not served at all by the larger network of services. GOALS has started partnering with the Nebraska Urban Indian Health Coalition to start to address this gap in services.

Several community organizations serve specific racial and ethnic populations, such as the Urban League and the Latino Center. There is ongoing work to address issues of racial disproportionality in the juvenile justice and child welfare systems, such as the federal Thriving Families grant and the Juvenile Detention Alternatives Initiative, but system representatives acknowledge that this road remains long and there are biases inherent at every decision point.

Capacity and Collaboration

Although there are organizations, services and programs designed to help children, youth, and families throughout Douglas County, the capacity of these individual organizations is maxed out at current funding levels. For example, GOALS, the Urban League, and the Latino Center all serve youth with chronic absenteeism who are at risk of truancy, but these three agencies simply cannot meet the needs of all the

youth who need these services. In addition, GOALS is not used equally by all the school districts, and it is up to individual schools to make referrals and commit to solving an absenteeism problem.

All interviewees expressed concerns about the lack of formal collaboration and communication across the service array, especially for families who are not involved in a formal system. One interviewee explained that there is a lot of planned collaboration once a youth is involved in the justice system to divert them from further formal involvement, but there is a lack of early intervention to help families before they get to that point. The result is a patchwork of siloed organizations doing their best to

meet family needs, but there is no coordinating hub for the spokes of this wheel. There are organizations that provide resource navigation and referrals (DCCR, Latino Center, Nebraska Family Helpline), but there is no central coordination point where any and all families can go to prevent formal system involvement, especially for support with positive youth development and mental health. Although families can self-refer for services through the JAC, its connection to the formal justice system may not feel welcoming and open for families struggling with youth behaviors.

Interviews revealed that Omaha is wealthy and well-resourced, but the collaborations are siloed and specific. There is no entity to integrate all the stakeholders who might play a role in serving youth and families and preventing juvenile justice involvement. The current compartmental funding structures also do not support a continuous system of care model. As a result, there is overlap and duplication of efforts or under-utilized programs at the system level. On an individual basis, there may also be redundancies because providers don't always know who else is serving a family.

Fortunately, all interviewees agreed that there is energy and passion in the community to collaborate and create a model that provides a continuum of care that works better for youth and families.

When organizations come together, people want to work together, and as one stakeholder said,

“Collective impact is the only way we’re going to fix it. The system is ripe for reform now—people realize there is a problem they can’t fix alone.”

Potential Solutions

Douglas County Needs and Assets

This environmental scan revealed a community grappling with systemic inequities and service gaps but eager to collaborate and create a continuum of services for youth and families to prevent formal system involvement. Several key themes emerged through the environmental scan that inform potential solutions to the ongoing challenges faced by the community:

Douglas County needs early intervention and prevention programs to meet youth and family needs.

Families need access to basic needs, parenting, and mental health services without formal involvement in the child welfare or juvenile justice systems. By the time an older adolescent is in trouble, either with school or the law, many parents have given up and are no longer engaged in seeking help. Families need a

continuum of services, from short-term solutions and service/system navigation to long-term, intensive help.

Douglas County needs a holistic approach to preventing chronic absenteeism, a solution aimed at younger children before a high schooler is referred to the JAC for truancy. Absenteeism is a complex issue involving parents, students, schools, and communities. It is symptomatic of larger systemic issues of poverty, inequity, and racism, and several approaches are needed to meet the diverse needs of youth, families and communities. Stakeholders uniformly agreed that interventions should start earlier. Interventions should be designed to engage youth, parents, and schools in providing solutions that address the underlying causes of absenteeism, and that keep kids interested and engaged in school. For this approach to be successful, **schools need to be committed to holistic, pro-social, non-punitive solutions for chronic absenteeism**.

Douglas County is rich in resources and solutions, but collaboration and communication are ad hoc, and the fragmented funding structure does not support a holistic, system-of-care model. Collaboration between providers and systems is well-established once youth and families are system-involved, but collaboration is limited to **prevent** system involvement and provide early intervention services.

Family Resource Centers

Family Resource Centers are a model of care that could meet these family needs and build upon the strengths of Douglas County's provider networks. FRCs are family-centered, strengths-based community hubs that provide culturally responsive supports to families.

FRCs are embedded in communities and are intentionally designed to be welcoming and inclusive. Although FRCs can vary in their array of services, how they are structured and funded, and where they are located, they all approach their work with the goal of improving family well-being through supportive programs and services that meet families' immediate and longer-term needs. Importantly, families play a key role in determining the services and supports that they want and need and the changes they want to make for themselves.^{xxii} Family support workers meet families where they are, and provide a voluntary, mutually respectful environment to create opportunities for success. In 2019, Casey Family Programs summarized 10 common elements that guide the work of FRCs. As listed in their report,^{xxiii} these defining characteristics are as follows:

"In a family resource center, how things are done is as important as what is done."

– Family Resource Centers:
Vehicles for Change

1. "Operate using a **set of standards or a framework** for implementing programs and assessing outcomes, such as the National Family Support Network's [Standards of Quality for Family Strengthening](#) or the [Strengthening Families Protective Factors Framework](#) developed by the Center for the Study of Social Policy. As an alternative, the Alabama Legislature passed into law [state standards](#) for its family resource network, and New Jersey recently contracted with the National Implementation Research Network to develop a practice profile for its network of Family Success Centers.¹³
2. Seek to be **welcoming spaces** that can be utilized by a mixture of diverse community members.

3. **Partner with families and whole communities** using strengths-based, multi-generational, family-centered approaches.
4. Provide services that are grounded in a **strengths-based** approach, are **culturally sensitive** and, when possible, **linguistically competent**, or offered in languages that reflect the families and communities being served.
5. Be **prevention-focused** and aim to improve parents' **protective factors**
6. Coordinate, implement, and make **referrals** to a multitude of services in order to provide comprehensive and flexible individualized and group-based support to address families' complex needs, including a focus on concrete needs and evidence-based practices.
7. Develop **parent and community leadership** to support advocacy efforts and family and community resilience.
8. Have a diverse, **high-quality and well-trained staff**.
9. Be an integral part of the community — serving as a **link between families, schools, support services, and the community** — and sustain strong partnerships with a variety of other community-based providers, system leaders, and key stakeholders in order to adequately address local needs.
10. Be **reflective and adaptable** in order to address the specific needs of the community in which they are located."

Interviewees identified many of these core elements as ones that they think will be beneficial for Douglas County. In particular, interviewees note that any solution for the County needs to include:

- community outreach to make families aware of all that is available, and in a way that will empower and engage them in services
- neighborhood-based access to make sure services are accessible and welcoming and not associated with courts and formal government systems
- community-based staffing so that families are being served by staff with similar lived experiences
- community-sensitive in that services are tailored to the families in different areas of Douglas County (North and South Omaha in particular)

"People need to trust the people who are offering help"

– Stakeholder Interviewee

Services & Supports

FRC services and supports are shaped by families in the community and are designed to meet their needs. Because FRCs focus on parents with children, they typically offer parent education and supports that may include parenting classes, home visitation programs, support groups, crisis counseling, or drop-in programs designed for parents. A survey of statewide networks found that parent education, parent leadership development, resource and referral, and child development services were most commonly provided across their networks.^{xxiv} **Nationwide, common service areas include:**^{xxv}

- | | |
|--|---------------------------------|
| • Basic Needs Supports | • Life Skills Development |
| • Child Development Activities | • Parent Education |
| • Child Abuse/Neglect Treatment Services | • Parent Leadership Development |
| • Community Development Activities | • Peer-to-Peer Supports |
| • Domestic Violence Treatment Services | • Resource and Referral |
| • Family Economic and Self Sufficiency | • Senior Services |

- Family Health & Wellness
- Family Literacy and Education Supports
- Formal Service Coordination
- Substance Abuse Education & Referrals
- Substance Abuse Treatment
- Youth Development

FRCs may provide programs and services directly or via collaborations with other community-based providers. They understand the community context and the resources available to families, and they help families access what is available to them. Programs and services are often co-located to increase accessibility and access. In addition, human service agencies may staff workers at the FRC to help screen families and enroll them into programs and services for which they are eligible, or train FRC staff to help support family access to government programs.^{xxvi} In addition, FRCs often serve as a resource for families screened out of formal systems (e.g., child welfare) to help them with parenting and other services.^{xxvii}

Interviewees identified several types of programs and services that they thought would be beneficial to Douglas County, emphasizing the need for early intervention and services before families are involved with formal systems. Suggested offerings include:



Parent mentors and parenting classes, especially classes that have been shown to be effective for parents of teenagers with behavioral and/or behavioral health needs.



Wrap-around, holistic family supports.



A resource and referral hub that serves as a one-stop place to access services and is especially able to connect parents to needed mental health and substance use treatment services.



Basic life skills training in high school and beyond



Workforce development programs including employment training and job skills.



Programming designed to meet the needs of specific communities (e.g., LGBTQ+ youth; families with developmental disabilities; foster-care families).

When ultimately determining a core set of services and supports, it is critical that they be informed by research and best practices, and selected with input from families and the community, to ensure they leverage community resources, are responsive, are likely to be accessed, and are not duplicative.

Structure & Funding

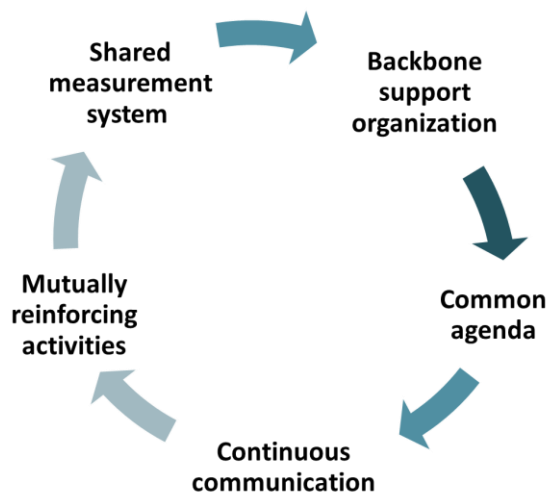
FRCs serve families and communities across the country, and their structure and funding vary from location to location. FRCs can be school-based, free-standing 501(c)(3)s, or embedded in community organizations (e.g., health centers/ hospitals, larger human service nonprofits with FRCs as programs, home visiting agencies, afterschool programs).^{xxviii} FRCs may serve the broader community or target specific populations (e.g., teen parents, families with special needs children, school or ethnic communities) and be housed in schools, storefronts, shopping centers, converted houses, etc.

FRC budgets vary depending on size and scope of programs, infrastructure needs, cost of living, among other factors. In New Jersey, a typical community-based center has “an annual budget of \$240,000 to \$300,000 with three to four full-time staff” and in Kentucky, a typical school-based FRC has “an annual budget of \$33,000 to \$82,000 with one to two full-time staff with space and other resources provided in-kind.”^{xxix} FRCs are typically funded through multiple funding sources, and they often blend or braid funding streams to best serve families. They frequently receive funding from federal, state, and/or local government, and seek to diversify funding through non-governmental sources such as philanthropy and in-kind donations.

Networks

In 2011, the National Family Support Network (NFSN) was established as a membership-based organization to support statewide networks of FRCs, defined as “two or more Family Support and Strengthening programs, such as Family Resource Centers, working together within a collective impact framework to ensure coordinated quality support for families.”^{xxx} Currently, there are 31 NFSN-member networks representing over 3,000 Family Support and Strengthening organizations, using various models and funding approaches to support their efforts.^{xxxi}

Collective impact frameworks include five components that create the infrastructure and systems to tackle complex issues, including a backbone support organization, a common agenda, continuous communication, mutually reinforcing activities, and a shared measurement system. In Colorado, Family Resource Center Association (FRCA) has operationalized each of these components for their network of 30+ community- and school-based FRCs located in rural and urban regions of the state.^{xxxii} Networks are helpful because they provide connection, coordination, and collaboration among members (e.g., serve as a coordinating hub for the spokes on the wheel) and offer training and technical assistance to support high quality service delivery, among other functions that can include organizational capacity building, policy and advocacy support and a shared measurement system.



Thus, when considering a solution to meet the various needs of Douglas County, it is important to consider not only individual FRCs that can support specific communities but also how FRCs may come together to work collectively to serve the larger Douglas County region. Based on the information reported in this environmental scan, it is clear that communities within Douglas County have different resources and needs, and interviewees recognize the value of customized, neighborhood solutions that will be family friendly, accessible, and culturally relevant.

Selected Examples from the Field

School-Based FRCs

Schools are no longer stand-alone, academic institutions where children come solely to learn. Schools are integrated institutions within communities, and many are serving children living in poverty with significant social and emotional needs. Teachers are not necessarily trained to meet these needs, and school social workers are often stretched thin or across multiple buildings. FRCs, however, are designed to meet these social and emotional (and basic) needs of children and families, and integrating an FRC into a school building can help students succeed academically and emotionally while removing this burden from individual teachers^{xxxiii}.

In 1993, Tennessee granted the authority to local districts to create school-based FRCs, but state funding was never guaranteed, and local funding constraints remain a barrier. However, in 2019-2020, the state Department of Education allocated \$3.05 million to fund 102 FRCs in 79 districts. Guidelines require FRCs to collaborate and coordinate with local service providers to help families meet their children's academic and social needs. These school-based FRCs work with the school and parents to **establish goals and strategies that meet the unique needs of that community, including:**

- | | |
|---|---------------------------------|
| ✓ Attendance and truancy | ✓ Family support |
| ✓ Collaboration and community partnerships | ✓ Family training and education |
| ✓ Behavioral health and social-emotional learning | ✓ Family engagement |
| | ✓ Academic Support |

Each FRC has an advisory council to help them set annual priorities and program goals. These advisory councils typically consist of parents, state agency representatives, local service providers, and philanthropy representatives. Setting annual priorities helps keep the FRC grounded in a community's changing needs.^{xxxiv}

Kentucky has also established a statewide network of school-based FRCs that has been in place for over 30 years. Their overriding mission is to help ensure children come to school ready to learn, addressing issues of poverty and behavioral health needs that can be barriers to academic success. Like Tennessee, each school district and FRC works with a local advisory board to create flexible services that adapt to a community's changing needs. Initially, at least 20% of students at a school must be eligible for free/reduced lunch to receive state funding for an FRC, but once established, all students' families in a district are able to access services. In 2019, there were 856 school-based FRCs in Kentucky, with 283 serving more than one school.^{xxxv} Like other FRCs, the school centers in Kentucky are focused on

identifying family strengths and needs and creating collaborative action plans. A key part of these plans is coordination between the schools and community service providers, helping families navigate the system of providers and enhance their engagement with the school.^{xxxvi}

Family Access Center of Excellence (FACE)

The Family Access Center of Excellence (FACE) in Boone County, MO is a unique school-partnership model providing a coordinated and collaborative approach to quality social, emotional, and behavioral health services for all families with a child 0-19 years old. FACE represents a partnership between six school districts and the Missouri Prevention Science Institute (MPSI) at the local University of Missouri. FACE aims to provide early intervention for children’s behavioral health issues by providing case management and referral services and sustaining a continuum of evidence-based programs and practices.^{xxxvii}

Boone County voters overwhelmingly passed a sales tax in 2012 to create the Children’s Service Fund, and the Missouri Prevention Science Institute used this funding source to create the Boone County Schools Mental Health Coalition (BCSMHC) and FACE. BCSMHC sought to build upon the success of the Juvenile Assessment Center model by focusing more on early intervention and reducing the net-widening effect that government-based JACs can inadvertently create. FACE was designed to be a single-access point for families needing mental health services, reducing the number of children and youth in formal systems by providing early intervention, systemic prevention programming, data-based decision-making, and a coordinated system of care delivery. FACE does not provide direct mental health services, but they provide referrals, case management, and ongoing monitoring to ensure that families are able to access services to meet their children’s needs. Like a more general FRC model, FACE works collaboratively with families, working together to create service plans with measurable goals.^{xxxviii}

The Boone County model is designed to serve children, youth, and families *before* they have contact with the juvenile justice system through a collaborative partnership with all six county school districts. BCSMHC has implemented a county-wide assessment system to gather data on risk factors that are predictive of poor school, mental health, and life course outcomes. Teachers fill out mental health assessment checklists three times a year for all students grades K-12. Students in grades 3-12 also complete age-appropriate self-assessments. These data are provided back to each school building in a dashboard indicating risk factors on both a school and individual level. There is a dual focus on universal evidence-based prevention programs as well as targeted interventions for at-risk kids such as group and individual therapy. MPSI provides training and support for school-based teams to analyze their data and implement effective evidence-based programming. Children and youth indicating a need for a higher level of care are referred to FACE. In 2020, BCSMHC was able to integrate the educational data system to FACE’s data system to evaluate the impact of FACE services—connecting youth receiving services at FACE to their school ID to track intervention and educational outcomes.^{xxxix}

Hartford Brighter Futures Family Center Network

Responding to the stakeholders’ description of the siloed structure of services in Douglas County, an example in Hartford, CT may provide a model for integration. Brighter Futures is an early childhood initiative launched by the Hartford Foundation for Public Giving in the early 1990s. What started as targeted support of programs within discrete areas such as early childhood and family support evolved into a broad-based community-focused approach to build the capacities of families and integrate services across the region. In recent years, the Foundation has shifted to a systems-building perspective—finding

the linkages and connections between individuals in a larger system—in order to more comprehensively respond to family needs in the region.^{xlii}

Since the beginning of the initiative, Brighter Futures has funded six neighborhood-based family centers operated by three community-based organizations. These family centers provide family support services typical to other FRCs, but although they shared the same major funder, they operated in separate silos. In 2015, the Hartford Foundation launched the Family Center Redesign, focusing on user-centered design, team decision-making, reflective practice in organizational-change management, and improvement methodology. This process enabled the funder and the family center staff to recognize that the centers had moved beyond simple points of service to become the primary “go-to” spot for neighborhood family services, innovation hubs where ideas could be tested and scaled up, places where the larger community-based organizations could receive honest client feedback, and safe places for residents that were rooted in communities rather than institutions.^{xliii} The Redesign process created an integrated network of centers, strengthening linkages and aligning programs between previous stand-alone family centers.

As the centers committed to becoming a more intentional network that connected families with community services, the evaluation necessarily shifted from traditional individual summative assessments to measuring systems change within the new network. This new formal learning process also incorporated the direct perspectives of frontline staff and families in new ways, allowing the network to establish formal feedback loops so that their services could continue to meet the changing needs of families. This shift from individual center accountability to collective action and learning allowed program staff and leaders from all six centers to come together to create a common Theory of Change and select drivers and measurement tools that outline the organizational practices that will meet family needs. For example, lessons learned or changes tested in one center might be applied to services throughout the whole network. In the end the goal of the new network was to help parents support their child’s health and development, increase access to effective services, and support parent and neighborhood connections.^{xliiii}

Each center also operates a Parent Leadership Council, where parent leaders provide their own ideas for innovation and change. Staff from each center shared the ongoing data collection efforts with the Parent Leadership Councils to inform their work, ideas, and program goals.^{xliiv}

Summary and Next Steps

This Environmental Scan was intended to provide key stakeholders with the information needed to critically assess potential solutions to the gaps in prevention and early intervention services for youth and families in the community. As presented in this report, the salient issues of concern pertinent to youth and families in Douglas County at-risk for formal system involvement include basic needs, mental and behavioral health, parent engagement and family relationships, chronic absenteeism and truancy, and service coordination and navigation. Further, the systemic racial and ethnic disparities faced by families of color in the community and the lack of cohesive community provider collaboration represent broader, system-level barriers that need to be addressed when developing solutions.

While the community faces many challenges when it comes to addressing the unmet needs of local youth and families, there are engaged stakeholders and funders, critical assets and providers, and momentum

in Douglas County to work toward solutions. When reviewing the literature and examining possible approaches to addressing the issues outlined in this report, the Family Resource Center model stood out as an appropriate option for stakeholders to consider for this community most notably due to the strengths-based, family-driven approach and adaptability feature of this model.

An FRC, as a potential solution, can take many forms. This report shared a few key examples that were most relevant to the characteristics, infrastructure, and needs of Douglas County. As key stakeholders embark on the next stage of the planning process to consider whether an FRC is the appropriate path to pursue, it is important to consider the organizational and programmatic requirements for various FRC models to determine which approach most closely aligns with the goals, resources, and infrastructure of Douglas County. The table below presents a few of these considerations that will be discussed and reviewed further as this project moves into the Action Planning stage of work.

FRC Model	Highly Qualified Administrative Staff	Well-trained Program Staff	Evidence-Based Programs	Data System	Financial/Accounting System & Staff	Board of Directors
FRC is embedded within a community organization	X	X	X	*	*	*
FRC is embedded within a County Government Dept.	X	X	X	*	*	*
School-based FRC	X	X	X	*	*	*
Neighborhood FRCs operating under a lead organization	*	X	X	*	*	*
Free-standing FRC (501c3 organization)	X	X	X	X	X	X

X Provided directly by and for the FRC

* Provided by the community organization/school district/county department administration/system

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ⁱⁱⁱ United Way of the Midlands & Iowa West Foundation. (2017). *Food Mapping Report for the Omaha-Council Bluffs Metropolitan Area*. Retrieved from <https://www.unitedwaymidlands.org/wp-content/uploads/2017/11/Food-Mapping-Paper.pdf>

^{iv} OYS Roundtable Report. Internal focus group summary. Source: Mary Balluff.

^v Nebraska Family Helpline Report (2016-2020). Internal program statistics.

^{vi} OYS Roundtable Report. Internal focus group summary. Source: Mary Balluff.

^{vii} Nebraska Family Helpline Report (2016-2020). Internal program statistics.

^{viii} Nebraska Department of Education (2020). K-12 Membership and students with 10/15/20 Days Total Absences. Absences data from NSSRS: 2018-2019 Student Summary Template.

^{ix} Nebraska Department of Education (2020). K-12 Membership and students with 10/15/20 Days Total Absences. Absences data from NSSRS: 2018-2019 Student Summary Template.

^x Category One Consulting (2020). Juvenile Assessment Center (JAC) Evaluation Study Findings.

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^{xii} Voices of Children in Nebraska. (2017). *Equality Before the Law: Race and Ethnicity in Nebraska's Juvenile Justice System*. <https://voicesforchildren.com/wp-content/uploads/2016/06/Racial-and-Ethnic-Disparities-IB.pdf>

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^{xx} Literature Review Model Programs Guide. (2017). *Office of Juvenile Justice and Delinquency Prevention*.
<https://www.ojjdp.gov/mpg/litreviews/Intersection-Mental-Health-Juvenile-Justice.pdf>.

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MISSION

Building
Relationships that
Inspire one another,
Develop mutual trust,
Guided by family voice & choice, and
Establish equitable partnerships

VISION

Partnering with families and community resources, the **BRIDGE** envisions a future in which we leverage the strengths of families and coordinates community partners to support and sustain youth and family well-being.

THE CORE PILLARS OF BRIDGE



Comprehensive review with families regarding their needs, dreams, and goals.



Walking alongside families as they navigate systems, programs, and services.



Navigational support to connect families to high quality programs and services.



Advocacy for systems, programs, and supports that address service or system gaps.

WHAT DO FAMILIES NEED?



BASIC NEEDS

12% of residents living below the poverty line.



14% of families experiencing food insecurity.



MENTAL AND BEHAVIORAL HEALTH NEEDS

- Over 40% of families calling the Helpline request mental health support.
- Need for easily accessible and culturally responsive mental health services.



FAMILY RELATIONSHIPS

- Parent education and support was the #1 referral for families calling the Helpline.
- Short-term respite care is needed in some family conflict situations, where the parent and child may need a short break from one another.



SCHOOL ATTENDANCE

- 21% of Douglas County students missed 15 or more days of school with 75% of these students living in poverty and 25% eligible for special education.
- Need to build community and provider capacity to address the root cause of absenteeism to ensure all youth thrive.



CONNECTIONS TO SERVICES

- Over 60% of families stated they need help in identifying their family's needs and over 75% said they need help accessing services.
- Need coordinated access to community services that are responsive, timely and adaptive to the complex needs of families.

* Davidson, M., Richmond, M., Hanson, S., Matthews, J., & Kay, A. (2021). Douglas County Family Resource Center Project: Environmental Scan. Community Needs & Assets, Barriers, and Potential Solutions. OMNI Institute, Denver, CO.

GUIDING PRINCIPLES

- **Welcoming** to all families, providing universal access to needed resources and supports
- **Culturally Responsive** and linguistically competent, recognizing the diversity of our community and the need for equitable and inclusive services
- **Strengths-Based**, supporting the positive factors inherent in each individual and all families
- **Family-Driven**, understanding that families can and should determine the services and supports they need
- **Mutually Respectful**, supporting collaboration between and among families, employees, and community partners, acknowledging that all have important knowledge and expertise
- **Coordinated Access** to the rich array of resources, services, and supports in the community, so families are aware of all that is available
- **Innovative**, knowing that needs change over time, and programs and supports need to be added, adjusted, or changed to meet those needs.



Concepts for a Douglas County Family Resource Center

Introduction

Douglas County has a great opportunity to change the climate and culture of our Juvenile Justice System for the betterment of our youth and families. We can change the narrative from one that holds only youth accountable for the worst mistakes that they have made to a system that builds on the full potential of young people while still holding them accountable. While it is a delicate balance between accountability and rehabilitation, this can be done by looking deeper than what crime was committed but rather looking into why was the crime committed and how we can keep the youth from committing further crimes. We can have a system that looks at the needs of the youth and not just the criminal charge.

An important piece is the implementation of a continuum of services from prevention through intervention. This continuum includes prevention, early intervention, intervention and re-entry services. Douglas County has implemented many programs and services dealing with intervention and re-entry which include the Juvenile Detention Alternative Initiative (JDAI), Cross-Over Youth Initiative (Youth Impact!), Community-based grant funding for community providers, electronic monitoring with stability in-home services, racial and ethnic disparity grant, and the Behavioral Health Initiative. These various initiatives are creating more effective in-home services for youth.

In this continuum of services, further work needs to be done in the prevention and early intervention services. Relationships change people and research has clearly shown by building on the strengths of any youth their deficiencies decrease. Research has further shown that you do more damage to any youth by placing them further into the Juvenile Justice System than is needed. Early community-based services produce better outcomes for youth, reduce recidivism, and cost less.

Community Assets

Douglas County does have a nationally recognized Juvenile Assessment Center (JAC) that effectively diverts youth from the Juvenile Justice System once the youth has received some type of criminal citation or charge. There is a gap in our prevention and early intervention continuum for our at-risk and vulnerable youth that have not committed a crime. These at-risk and

vulnerable youth include those with school attendance issues, mental/behavioral health issues, and missing/runaways that through early intervention can have their needs met without system involvement.

Nebraska Family Helpline operates a crisis line and can provide de-escalation, referrals, and a mobile crisis unit when necessary. It was created as a resource for families in crisis and does not presuppose system involvement.

GOALS Center (Greater Omaha Attendance and Learning Services) is a unique asset and resource for schools, youth, and families in the Douglas County area. GOALS Center works with all eleven school districts in Douglas and Sarpy County to provide intensive ongoing case management for youth and families struggling with attendance issues. It is designed to find individual solutions for chronic absenteeism before it turns into a legal truancy issue.

These resources are only the tip of the iceberg in terms of the rich resources that are available to youth and families in the community. The issues are that families have a difficult time accessing resources prior to formal system involvement and there is a lack of coordinated system of prevention and early intervention in the Douglas County continuum of care.

System Barriers and Gaps

Despite the numerous resources and assets of the service array in Douglas County, there are considerable gaps in services and systemic barriers that are disrupting the continuum of care and limiting access to need service for youth and families. The two most salient barriers/systemic issues include the following:

A. Racial and Ethnic Disparities in the Formal Intervention System.

Youth and families of color are often underserved by strengths-based programs and overserve by punitive systems as shown by the disproportionate representation in the child welfare and juvenile justice system. Some relevant data is the following:

- Chronic absenteeism is widespread at the middle and high school level but it disproportionately impacts students of color;
- 43% of youth arrested in Douglas County in 2019 were youth of color;
- 42% of substantiated victims of maltreatment in 2018 were youth of color;
- 89% of youth in Douglas County Detention Center are youth of color while detention numbers have decreased by over 4% a year for the past 10 years;
- Diversion youth risks/needs are highest in the areas of Education, Peer Relationship, and Personality/Behavior with 50% of youth assessed for Behavioral Health needs.

B. Capacity and Collaboration

Although there are organizations, services and programs designed to help youth and families, the capacity of these individual organizations is maxed out at current funding levels. Another concern is that there is a lack of formal collaboration and communication across the service array. There is no central coordination point where any and all families can go to prevent formal system involvement especially for support with positive youth development and mental health needs. There is no entity to integrate all of the stakeholders who might play a role in serving youth and families and not all stakeholders are aware of each other.

Family Resource Center

This Family Resource Center (FRC) would be a key part of the Juvenile Justice Initiative. FRC is a model of care that could meet a family's needs and build upon the strengths of the provider network. FRC's are family-centered, strengths-based community hubs that provide culturally responsive supports to families. This infrastructure will provide the entry point for at-risk and vulnerable youth and families while their needs are being assessed. Community-based services produce better outcomes for youth, reduce recidivism, and cost less.

These facilities would serve as a single point of entry for providing comprehensive, intensive, integrated and collaborative community-based services for vulnerable families and youth in our community. Services and assessment would be available for non-system involved youth and families where the youth might have school absenteeism concerns, mental/behavioral health concerns, and/or runaway behavioral. Referrals would come from schools, community, and families. Through a screening and assessment process, the needs of the youth and family can be met thereby dealing with the cause rather than focusing on the symptom or behavior. There are five core elements for the creation of a Family Resource Center: 1) Single point of entry which leads to an integrated service plan and improves access and efficiency; 2) Comprehensive assessment by trained non-court staff to identify strengths and needs; 3) Integrated case management process that links assessment results to systemic supports; 4) Integrated management information system to effectively monitor youth involvement across the systems; and 5) Quality assurance using exit metrics and outcomes.

FRC services and supports are shared by families in the community and are designed to meet their needs. Suggested offerings could include:

- Parent mentors and parenting classes, especially classes that have been shown to be effective for parents of teenagers with behavioral and/or behavioral health needs.
- Wrap-around, holistic family supports.
- A resource and referral hub that serves as a one-stop place to access services and is especially able to connect parents to needed mental health and substance use treatment services.
- Basic life skills training in high school and beyond

- Workforce development programs including employment training and job skills.
- Programming designed to meet the needs of specific communities (e.g., LGBTQ+ youth; families with developmental disabilities; foster-care families).

Success for this important initiative does require a strong public-private partnership. Juvenile Justice reform is like a puzzle; all the pieces are vital to complete the picture. This partnership, both from a fiscal and programmatic perspective, will create long-lasting community change for the benefit of our youth and families. This new vision will create the support and opportunities that our youth should have that is best carried outside of the judicial system through experts in health, youth development and restorative justice.

AGREEMENT

THIS AGREEMENT (“Agreement”) is made and entered into as of the last date below written, by and between Douglas County School District No 54, a political subdivision, which is also commonly known as the Ralston Public Schools (“District”), and THE BRIDGE FAMILY RESOURCE CENTER NETWORK (“the Bridge”), a Nebraska not-for-profit Nebraska corporation.

WITNESSETH:

WHEREAS, the Bridge, through programing, works to minimize the effects of socio-economic literacy and academic challenges, address physical and behavioral health needs, and enrich and strengthen families cultural, educational and arts opportunities in order to support and sustain youth and family well-being (collectively “Services”);

WHEREAS, The Bridges provides to the students of the District Services including mental health services and supports and supplemental afterschool programs, including addressing the needs of low-income student; and

WHEREAS, the District recognizes the Bridge offering Services provides significant educational benefits to the District’s students.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties agree as follows.

ARTICLE I - Services

1.1 Services. The Bridge agrees to provide Services to students of the District pursuant to terms and conditions set forth in Exhibit A, which is attached hereto and incorporated by reference. The District agrees to provide to the Bridge transportation of students from their school to an agreed the Bridge location (one-way transportation) and to provide a one-time payment of \$ 125,000.00 (“Funds”) related to initial programing costs for Services. The Funds shall be transferred to the Bridge no later than September 1, 2022 and such Funds shall not be spent without written approval by the Superintendent of the District. Should the Bridge not provide the services agreed to in Exhibit A, all Funds shall be returned to the District.

1.2 Service Providers and Qualifications. All employees of the Bridge who provide Services pursuant to this Agreement shall meet the requirements and qualifications established by the Bridge as set forth in Exhibit B, which is attached hereto and incorporated by reference. In addition, each employee of the Bridge shall have passed a District approved criminal background check within the past twelve (12) months.

ARTICLE II – Relationship of the Parties and Confidentiality of Records

2.1 Independent Contractors. The District and the Bridge (individually and collectively, “Party”) are independent contractors and are not, by virtue of this Agreement or otherwise, made agents, employees, or joint venturers of each other. The District and the Bridge shall not represent themselves as agents, employees, or joint venturers of one another in performing obligations under this Agreement, and neither Party shall have the ability to contract on behalf of or to obligate the other Party in any manner.

2.2 Reference to other Party. Each Party may use the other Party's name in public statements or literature only for the purpose of identifying the working relationship between the Parties; provided, however, that any other use by any Party without the prior written consent of the other Party of the name, logos, or identity in any advertising or marketing material of the other is prohibited.

2.3 Notices and Referrals. The District may provide periodic written notices to students and families about the Services provided by the Bridge. The District may refer students and families directly to the Bridge if such referral is appropriate. Such notices and referrals shall not be deemed as an endorsement nor approval by the District of the Bridge nor any Services provided by the Bridge, nor shall any notice or referral create a specific duty or obligation for the Bridge to provide Services to any particular student or family, and any student or family is subject to the Bridge's customary intake procedures.

2.4 Confidentiality. The exchange of confidential information between the District and the Bridge shall be limited to situations where such exchange is specifically authorized by federal, state or local law. All education records maintained by the District are confidential and shall only be disclosed if permitted by the Family Educational Rights and Privacy Act (FERPA) or any other applicable federal, state or local law, or District rule.

ARTICLE III – Insurance and Indemnification

3.1 Insurance. During the term of this Agreement, the Bridge shall maintain the following insurance/limits:

General Liability - \$1,000,000 per occurrence/\$5,000,000 aggregate

Professional Liability - \$1,000,000 per occurrence/\$5,000,000 aggregate

Insurance shall be provided by the Bridge at its own expense for claims on account of all actions and activities of the Bridge and its officers, agents, employees, and independent contractors conducted under, or in any manner related to this Agreement. The certificates of insurance shall state that such coverage shall not be cancelled or terminated without at least thirty (30) days prior written notice to the District. Failure to maintain the required insurance shall be considered grounds to immediately terminate this Agreement for cause.

3.2 Indemnification by the Bridge. The Bridge will indemnify and hold the District harmless from and against any and all liabilities, claims and defenses arising from or relating to the Services and the actions of the agents, employees, and independent contractors of the Bridge, that are connected to or related to this Agreement.

ARTICLE IV - Term and Termination

4.1 Term. The term of this Agreement shall commence on the date provided herein and shall terminate on August 1, 2028. The term of this Agreement may be extended by a written mutual agreement signed by both Parties.

4.2 Termination. The Bridge or the District may terminate this Agreement for any reason by giving ninety (90) days advance written notice of its intention to terminate.

4.3 Termination for Cause. Either Party may terminate this Agreement at any time in the event the other Party engages in an act or omission constituting a material breach of any term or condition of this Agreement by giving written notice specifying the nature of the breach. If the breaching Party does not cure within a ten (10) day period after receipt of notice, then this Agreement shall terminate without further notice or demand.

4.4 Termination for Loss of Funding. The District acknowledges that the Bridge has received grant funding enabling the Bridge to fund the Services to be provided under this Agreement. The District agrees that the Bridge may terminate this Agreement within a reasonable time by providing written notice at any time if the Bridge no longer has access to such grant funding or is required to repay unexpended grant funds in order to comply with any law or regulation applicable to the underlying grant.

4.5 Termination Payments. In the event that the Bridge terminates this Agreement under section 4.2 or 4.4 above, the Bridge shall repay to the District a portion of the Funds as follows:

- (a) If terminated within the first year of this Agreement, the Bridge shall repay 80% of the Funds.
- (b) If terminated within the second year of this Agreement, the Bridge shall repay 60% of the Funds.
- (c) If terminated within the third year of this Agreement, the Bridge shall repay 40% of the Funds.
- (d) If terminated within the fourth year of this Agreement, the Bridge shall repay 20% of the Funds.

ARTICLE V - Additional Provisions

5.1 Notices. Any and all notices, requests, invoices, payments, demands, consents, approvals, and other communications required or permitted hereunder shall be given to the respective Parties in writing, either by personal delivery or registered or certified mail, postage prepaid, return receipt requested, addressed to the Bridge or the District, as the case may be, as follows:

If to the District:	Dr. Mark Adler Superintendent of School Ralston Public Schools District #54 8545 Park Drive Ralston, NE 68127
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If to the Bridge:	Debra Anderson Omaha, NE 68137
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Or at such other address or to such other person(s) as either Party may from time to time designate by notice given as herein provided. Notices shall be deemed effective when personally delivered, or within seventy-two (72) hours after deposit in the United States mail if sent by certified or registered mail.

5.2 Governing Law. The validity, interpretation and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.

5.3 Entire Agreement. This Agreement constitutes the entire agreement between the District and the Bridge with respect to the matters addressed herein and supersedes all prior and contemporaneous oral and written understandings and agreements between the Parties as to such matters. This Agreement may be amended or modified only by a written instrument signed by both the District and the Bridge.

5.3 Severability. If any term, provision or condition of this Agreement shall be held to be invalid, void or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect and this Agreement shall be construed as if such invalid, void or unenforceable provision had not been contained herein.

5.4 No Assignment. This Agreement shall not be assigned or transferred in any manner to any other persons or parties.

5.5 Authority to Execute. The undersigned representatives of the District and the Bridge have the authority to execute this Agreement on behalf of their respective organizations, and this Agreement shall be binding upon the District and the Bridge and their respective administrators and representatives.

5.6 Counterparts. This Agreement may be executed by the undersigned representatives of the District and the Bridge in one or more counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument.

THE BRIDGE FAMILY RESOURCE CENTER
NETWORK , a Nebraska not-for-profit corporation

By: _____
Printed Name: _____
Its: _____

DOUGLAS COUNTY SCHOOL DISTRICT NO. 54, a
Nebraska political subdivision

By: _____
Superintendent

EXHIBIT “A”

PROVIDER AGREEMENT

Create physical locations that are welcoming to families, with hours of operations that meet their needs.

For Families:

- Utilized navigators to provide resource and referrals with collaborative partners
- Utilize navigators to connect families to Family Coaches to identify/pursue goals and dreams
- Promote generational activities– to include fathers, mothers, grandparents and other kin
- Develop Parent Advisory Committees and Youth Advisory Committees for program assessment and program development.
- Provide regular professional development to staff to enhance understanding of healthy child and youth development across cultures

For Students:

- Provide youth activities that are engaging and support positive youth development, e.g., cultural activities, tutoring, art, music, etc.
- Supports participants to share/teach their skills with other participants

For Parents:

- Provide parent education that is relevant to child/youth development and tailored to the community/culture
- Train families and staff in advocacy strategies, such as access to housing, immigration rights, etc.

Evaluation:

- Implement data management system for all programs, to increase consistency in data collection processes.
- Data Manager analyzes and shares data with families, BOD, community partners, elected officials, funders, and other stakeholders
- Data is used to help identify gaps and collaborate with community partners to address.
- Solicit regular community feedback from families throughout the community to identify gaps/improve programming.
- Adjust program practices in light of data and community feedback e.g., hiring, training, programs, services, etc.

EXHIBIT B
Employee Requirements

Background Checks. The Bridge and/or any contractor of the Bridge (“Contractor”) will conduct background checks on all of their employees and independent contractors. Background checks must, at minimum, include:

- Nebraska Sex Offender Registry;
- Nebraska Child Abuse and Neglect Central Register;
- Nebraska Adult Abuse and Neglect Central Registry;
- Federal Criminal Report; and,
- Motor Vehicle Record.

In the event that the individual employee or independent contractor has resided in Nebraska for less than two (2) years, the Bridge and/or Contractor will conduct the same or substantially similar background check in the state(s) of previous residence.

Nondiscrimination Clause. The Bridge and/or Contractor acknowledges that this Agreement must be operated in compliance and civil rights laws and any implementing regulations, and makes the following assurances:

- A. The Bridge and/or Contractor warrants and assures that it complies as applicable to it with Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, Age Discrimination in Employment Act, the Americans with Disabilities Act of 1990 and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat § 48-1122, to the effect that no person shall, on the grounds race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws, be excluded from participation in, denied benefits of, or otherwise be subjected to discrimination under any program or activity for which the Contractor receives federal financial assistance.
- B. The Bridge and/or Contractor and any of its subcontractors shall not unlawfully discriminate on the basis of race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws.



NEW BOARD MEETING REQUIREMENT: ARE YOUR AGENDAS & MINUTES COMPLIANT?

Did you know Beginning July 31, 2022, school boards, among others shall make available on such entity's public web site the agenda AND minutes of any meeting of the governing body.

That's right, Nebraska school boards must make sure meeting agendas and minutes are posted, in detail per the passing of LB 83 – "Change public meeting provisions and provide for virtual conferencing under the Open Meetings Act," approved by the Governor on April 21, 2021.

Here are the specifics the board/district must adhere to as stated in the bill:

- "Each public body shall keep minutes of all meetings, showing the time, place, members present and absent, and the substance of all matters discussed. Minutes shall be written and available electronically for inspection within 10 working days or prior to the next convened meeting, whichever occurs earlier. Minutes and agendas must be available on the public website for at least 6 months."

Notes to take on this law.

- Minutes must be placed on the website within 10 working days prior to the next convened meeting.
 - It is acceptable to publish "draft" minutes prior to formal approval by the board.
 - To read the complete language of the bill, please visit: <https://nebraskalegislature.gov/FloorDocs/107/PDF/Slip/LB83.pdf>
- Note: Relevant sections are on located on pages 7 & 8.

The intent of the legislation is to enhance the public's ability to follow action and decisions carried out during the board meeting.

Like everything you do as a board, the meetings must be conducted in open session, and the board agenda must provide descriptive language to inform patrons of the items to be addressed during the meeting. Compliance with this legislation ensures district patrons have the access to the full scope of decisions by the district.

It is very important for your district to be in compliance with this new law, which may prevent your district from being the topic of discussion on the floor of the legislature, or by other interested parties.

We understand many districts across Nebraska already post the board agendas and minutes on the district website for access by the general public, in a timely fashion, and provide the appropriate detail, but there are districts that will need to comply. This is a heads up to not only make sure your process and procedures are up to date to satisfy the needs of LB 83, but to also let you know where you can get some help or feedback if you think your agendas and minutes not quite be up to the new standards which take effect July 31.

CONTINUED ON PAGE 3

NASB TRAINING, NETWORKING, ENGAGEMENT & EVENTS

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

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Join NASB, as we travel the state for various workshops, meetings and events throughout the year.

To learn more, and register, visit the Events tab of www.NASBonline.org

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

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



<http://members.nasbonline.org/index.php/news-resources/videos>



JUNE

ALICAP SUMMER WORKSHOP - JUNE 7 - GERING

ALICAP SUMMER WORKSHOP - JUNE 8 - KEARNEY

ALICAP SUMMER WORKSHOP - JUNE 9 - LINCOLN

NASB VIRTUAL CANDIDATE FORUM - JUNE 7 - 7:00 TO 8:30 PM CT

NASB VIRTUAL CANDIDATE FORUM - JUNE 9 - 12:00 TO 1:30 PM CT

NASB VIRTUAL CANDIDATE FORUM - JUNE 15 - 12:00 TO 1:30 PM CT

NASB MEMBER GOLF OUTING OR ARCHWAY MUSEUM - JUNE 22 - KEARNEY

SCHOOL LEADERS & LAW CONFERENCE - JUNE 22-23 - KEARNEY

JULY

NASB VIRTUAL CANDIDATE FORUM - JULY 13 - 7:00 TO 8:30 PM CT

NASB'S NEW SUPERINTENDENT ORIENTATION - JULY 20 - LINCOLN

OTHER KEY DATES

AREA MEMBERSHIP MEETINGS - AUGUST THROUGH SEPTEMBER

NASB VIRTUAL CANDIDATE FORUM - SEPTEMBER 14 & OCTOBER 5

ANNUAL SPARQ DATA SOLUTIONS TAILGATE PARTY - SEPTEMBER 17 - LINCOLN

LABOR RELATIONS - FALL 2022

FACILITIES & CONSTRUCTION - SEPTEMBER 22 - KEARNEY

STATEWIDE GENERAL ELECTION - NOVEMBER 8

STATE EDUCATION CONFERENCE - NOVEMBER 16-18 - OMAHA

NEW BOARD MEMBER WORKSHOPS - DECEMBER - GERING, NORTH PLATTE, KEARNEY, YORK, LA VISTA, NORFOLK

ARE YOUR AGENDAS & MINUTES COMPLIANT?

CONTINUED FROM PAGE 1

Good news! Here are some tips to guarantee your detailed agendas and minutes are published as needed:

- SPARQ subscribers can automatically generate a Minutes Report with a click of a button to publish Minutes online to your public page. The \$500 set up fee for Sparq is waived for non-subscribers, and as always there is a discounted rate for all NASB members.
 - Contact Nicole Kobus with any questions or to demo Sparq Meetings at nkobus@NASBonline.org or 402-817-0229.
 - Good examples of detailed minutes are linked here from Schuyler Community Schools & Fremont Public Schools
 - <https://meeting.sparqdata.com/Public/Minutes/68?meeting=515122>
 - <https://meeting.sparqdata.com/Documents/CustomMinutesForMeeting/199?meeting=523300>
- NASB can also provide a variety of resources to support the board secretary and superintendent responsible for meeting minutes. Contact the Board Leadership Team to learn more.
- Filament Essential Services can help ensure your SOCS website is compliant with obvious, easy-to-find links for your agendas and meetings. There are 90 K-12 schools with SOCS website in Nebraska already. Contact them for assistance at 402-479-6991 or at lisal@filamentservices.org

Please reach out with any questions regarding these changes, to ensure you are compliant!

May 9, 2022 at 5:30 PM - Board of Education Regular Meeting

Minutes

I, Call Meeting to Order

Rationale: STRIVE - COMMIT - SUCCEED - District Mission Statement

Schuyler Community Schools in partnership with parents, students, and the community is committed to educate students to become skilled, knowledgeable and responsible citizens in a global society - District Vision Statement

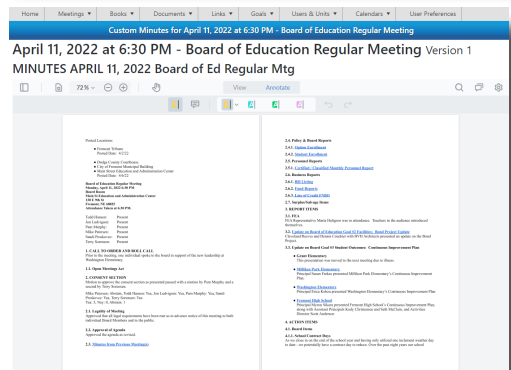
Notice of this meeting was given in advance according to State Law 84-1411, by giving notice of the meeting to the public. Notice of this meeting was also given in advance to all members of the Board of Education

I.A. Pledge of Allegiance

I.B. Declaration of Open Meeting

Rationale:

This meeting has been preceded by advance notice and is hereby declared to be in open session. A copy of the Open Meetings Act is posted in the front of the meeting room.



Nebraska Schools **Top Choice** for Background Screening

One Source has been providing peace of mind for community schools since 2004.



onesource
The Background Check Company

onesourcebackground.com

WHAT MESSAGE IS THE BOARD CONVEYING TO THE PUBLIC AT THE BOARD TABLE?

For those of you that know me well, my cup is always half full. Therefore, I believe that in every school district across the state non-incumbent candidates are currently attending board meetings, engaging with board members and the superintendent, and he/she aspires to serve to improve and grow education for the students in the school district.

If this vision of mine is real and he/she/they are attending board meetings, what observations do they take away from the meeting?

How much time is the board devoting during the regular board meeting discussing and addressing the improvement and growth of student learning?

Do the board and administration celebrate success? If so, how is that message relayed to the public?

What do non-incumbents perceive their role to be as a board member?

Boards and superintendents that model this form of effective board governance and purposeful leadership are actively engaged in growing in their respective roles. This does not happen by chance, it does mean taking the time to participate in professional development, NASB workshops, conferences, etc. However, when attendance is a challenge for the board, there is a way to bring board development to the board.

A starting point may be a board retreat.

The purpose could be to review, discuss, and consider the proper role and responsibilities of the board and the working relationship with the superintendent.

Besides a board retreat focused on the board-superintendent working relationship, board self-assessment provides a starting point for purposeful conversations for addressing effective board governance. Through a board self-assessment you enable each board member to self-reflect on their contributions and role among their peers on the board. The self-assessment also allows the board to evaluate the cohesive and collective impact as a board working in lockstep with your superintendent to improve student learning in your school district. The outcome of a board self-assessment enables

the board to isolate areas of growth, set goals, and prioritize action steps to support the goals.

Next step, integrate the review and discussion of the board self-assessment into your regular board meeting agenda.

Each month the board will set aside time to discuss one Standard within the assessment. The brief discussion can be utilized to better inform the public of the board's role and responsibilities, provides authentic data on how well the board measures up to the NASB Board Governance Standards, and most important the opportunity to discuss what the board is actively doing to address the improvement of a Standard when identified as an area of growth. The NASB Board Leadership team will work with the board president/superintendent to provide resources to support the board meeting agenda item.

There is so much more to serving on the board of education than showing up for a monthly board meeting, but unfortunately, from the public's view it may appear that it is this simple. When the message portrayed at the board table is focused on trivial matters, personal agendas, and random topics that fail to address the true purpose of improving and growing instruction and learning, we are sending the message to the public and quite possibly the non-incumbent that change is needed.

Pause and reflect, what message is the board conveying to the public? If there is a need for change, or if the focus and work of the board is in lockstep with administration and board meetings are purposefully focused, take the next step and measure the board's success through a board self-assessment, I promise the results will fill your cup. "You only get out what you put in. Do not expect more until you do more."
~Anonymous

To learn more about the NASB Board Self-Assessment, call 800-422-4572 or email Katie at kcoble@NASBOnline.org or Marcia mherring@NASBOnline.org to request a workbook that includes the assessment, online survey process, and an overview of the support the Association will provide the board through the process.

AT THE BOARD TABLE

LEADERSHIP

INNOVATION

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BOARD CALENDAR AGENDA ITEMS FOR YOUR JUNE MEETINGS

View the full, detailed calendar at: <http://members.nasbonline.org/index.php/resources>

MISSION, VISION & GOALS

Board Self-Assessment and Goal Planning; Strategic Plan Progress Report/Update; District Goals Update

POLICY GOVERNANCE

Bully Prevention Policy Review on or before July 1. Policy regarding appropriate relationships with students; contents on or before June 30. Annual Review Parental and Family Engagement Policy on or before July 1

ACCOUNTABILITY & STUDENT ACHIEVEMENT

Reports; filing requirements; contents on or before July 20. Year End Assessment & Curriculum Review. Review School Improvement Plan

ADVOCACY

Submit Legislative Resolution or Standing Position to NASB Legislation Committee

DISTRICT/ESU RESOURCES (BUDGET)

Board/Administrators Budget Work Session. Review certificated staff & report: staff demographics, positions needed by building, # of tenured, # of non-tenured, teaching assignments, etc. Review all Maintenance and Upkeep Contracts. Review the Food Service Program. Review TeamMates Program. Review Backpack Program. Review Transportation Program. Review classified staff.

REPORTS

Board Committees; Superintendent; Administrators. Remind board members to review their NASB Awards of Achievement points report.

BOARD LEADERSHIP DEVELOPMENT

Review and discuss Board Governance Standard IV. Accountability and Student Achievement. New Board Member Follow-Up. NASB Golf Outing & Archway Museum Tour. NASB School Leaders and Law Conference.

NASB COLLABORATING WITH OUR MEMBERS

It is important that a newly elected board member embarks upon their board service equipped to serve as a member of the board. NASB provides extensive learning opportunities. The design of this learning workshop is focused upon effective board governance and best practice through both learning and networking.

2022 NASB Board Candidate Webinars

Tuesday, June 7 - 7:00 to 8:30 PM CT Webinar

Thursday, June 9 - 12:00 to 1:30 PM CT Webinar

Wednesday, June 15 - 12:00 to 1:30 PM CT Webinar

Wednesday, July 13 - 7:00 to 8:30 PM CT Webinar

Wednesday, September 14 - 7:00 to 8:30 PM CT Webinar

Wednesday, October 5 - 12:00 to 1:30 PM CT Webinar

Prior to her election to the State Board of Education in November 2020, Patti Gubbels served on the Norfolk Board of Education, and was a member of the NASB Board of Directors, and the NASB Legislation Committee since 2016.

Nebraska State Law requires that content area standards in core subjects (reading, writing, mathematics, science, and social studies) be reviewed and updated by the Nebraska State Board of Education every seven years.

Content area standards are statements that identify what students should know and be able to do by the end of each grade level. The content area standards reviewed and revised this year are the College and Career Ready Mathematics Standards.

To review and revise the standards, the Nebraska Department of Education uses a consistent process that relies on the expertise of Nebraska educators.



The Nebraska Department of Education, in selecting members of the writing team, tries to assure that the standards writers represent all sizes of schools from all parts of Nebraska. Members of the writing team include Nebraska educators from all levels of the educational system. Early childhood educators, K-12 teachers, and postsecondary mathematics experts work collaboratively to write and revise standards.

The standards development process includes opportunities for feedback from individuals who are not part of the writing team. For example, the last week in April, the Nebraska Department of Education released the first draft of the College and Career Ready Mathematics Standards to school superintendents for their review and feedback. This past week, the draft standards NDE released the standards so interested parents, community members, teachers, business leaders, and others can provide feedback about the proposed standards through the Public Input Survey found on the NDE website. Constituent feedback guides editing and revision of standards drafts. Each time the editing team revises a draft, the public is given the opportunity to provide input. Sometimes more than one draft is necessary before NDE develops the final draft.

The State Board of Education receives updates from the Nebraska Department of Education staff throughout the development process. Once a final or approval draft is ready, the State Board of Education reviews and votes on the proposed standards. NDE anticipates that the College and Career Ready Mathematics Standards 2022 approval draft will be ready for board review and approval in the fall of 2022. Upon approval by the Nebraska State Board of Education, school districts have one year to adopt the state-approved content standards or adopt standards deemed as equal to or more rigorous than those approved by the State Board of Education.

The goals of the mathematics standards revision are to have standards that (1) allow a student to succeed in entry-level, credit-bearing postsecondary coursework without the need for remediation, (2) include learning concepts and computations of numbers, geometry, algebra, and data and (3) establish essential mathematical habits of mind such as persevering in problem solving, using representations to organize, record, and communicate mathematical ideas, justifying mathematical ideas using precise mathematical terms, using reasoning to solve problems and analyzing mathematical relationships.

The proposed revisions to the 2015 Mathematics Standards establish grade-level learning expectations and provide school districts with the information they need to make instructional decisions, select learning materials, and develop assessments to measure student understanding and mathematics achievement.

The ability to function effectively in the workplace and to make sound decisions as an individual and a member of society depend on mathematical skills and problem solving. While it is imperative that students learn mathematical facts and computations, it is also imperative that they learn how to use reasoning, identify mathematical relationships, analyze data, and think as they are learning. The proposed College and Career Ready Mathematics Standards 2022 establish expectations that all students will be able to “do” math and to think as they form and solve problems.

Disclaimer: The opinions from Dr. Patti S. Gubbels are hers and do not represent the Nebraska State Board of Education.

PRIMARY ELECTION RESULTS

LEADERSHIP

INNOVATION

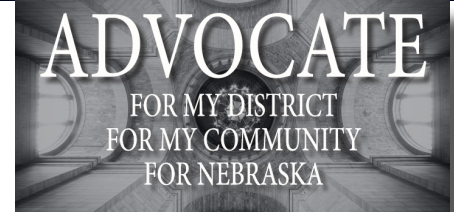
VISION

ENGAGEMENT

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#weLIVEhere

With the May 10th Primary behind us, we now have a clearer picture of what the November ballot will look like. Advocacy and relationships start now! Don't wait until the final election in November to engage with the candidates who will represent you in the Legislature. As a community leader and fellow elected official, you are in a unique position to engage. It's likely you already know one or both of the candidates. Some things you can do:



- Reach out; INVITE them to a coffee. Advocacy starts with relationships. Learn where they stand on different facets of education.
- Use the opportunity to ADVOCATE for local control; Explain to them the decisions you make in the board room and how they relate to decisions made at the Capital.
- INVITE them to a school board meeting. Let them see it firsthand, the kind of decisions being made for your district.
- FOCUS on the students; we all want the best for them.
- MAKE yourself a resource to them. If elected, we want YOU to be first person they call with questions about education policy.
- TALK about partnerships; Discuss the issues where school boards and legislators can collaborate on policies that impact your shared communities. There is always common ground.
- CALL your advocacy team; We'll help you sort through the candidates and how to contact them. Keep up, stay informed.

Look for more opportunities to engage this summer ...

LEGISLATURE 2021-22

District 2	Clements
District 4	Hilkemann
District 6	Cavanaugh
District 8	Hunt
District 10	DeBohr
District 12	Lathrop
District 14	Arch
District 16	Hansen
District 18	Lindstrom
District 20	McCollister
District 22	Moser
District 24	Kolterman
District 26	Hansen
District 28	Pansing Brooks
District 30	Dorn
District 32	Brandt
District 34	Friesen
District 36	Williams
District 38	Murman
District 40	Gragert
District 42	Jacobson
District 44	Hughes
District 46	Morfeld
District 48	Stinner

CANDIDATES

Robert Clements (54%)
Brad von Gillern (52%)
Machaela Cavanaugh (47%)
Megan Hunt (65%)
Wendy DeBoer (53%)
Merv Riepe (45%)
John Arch (58%)
Ben Hansen (74%)
Michael Young (34%)
Stu Dornan (43%)
Mike Moser (76%)
Patrick Hotovy (50%)
Russ Barger (41%)
Jane Raybould (64%)
Myron Dorn
Tom Brandt
Loren Lippincott (70%)
Rick Holdcroft (52%)
Dave Murman (66%)
Barry DeKay (36%)
Chris Bruns (45%)
Teresa J. Ibach (76%)
Danielle Conrad (43%)
Brian Hardin (45%)

Sarah Slattery (23%)
Cindy Maxwell-Ostdiek (48%)
Christian Mirch (38%)
Marilyn Arant Asher (24%)
Lou Ann Goding (47%)
Robin Richards (20%)
Cori Villegas (25%)
Connie L. Petersen (26%)
Christy Armendariz (33%)
John Fredrickson (34%)
Roy M. Zach (11%)
Jana Hughes (50%)
George Dungan (36%)
Roy A. Christensen (36%)

Michael Reimers (30%)
Angie Lauritsen (48%)
Tyler Cappel (34%)
Keith F. Kube (26%)
Mike Jacobson (44%)
Edward Dunn (24%)
James Michael Bowers (39%)
Don L. Lease II (23%)

STATE BOARD OF ED CANDIDATES

District 5

Kirk Penner (61%)
Helen Raikes (39%)

District 6

Sherry Jones (69%)
Danielle Helzer (31%)

District 7

Elizabeth Tegtmeier (62%)
Robin Stevens (20%)

District 8

Deborah Neary (48%)
Marni Hodgen (27%)



NASB SCHOOL LEADERS & LAW, GOLF & THE ARCHWAY

LEADERSHIP

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#weLIVEhere

Registration is now open for the 2022 School Leaders and Law Conference in Kearney, June 22-23. This event will provide general sessions and breakouts on topics of Nebraska Legislation, SPED Case Law, How to Engage Parents & Patrons, Open Meetings Law, Cyber-Security in Schools, Negotiations, and the Impact of Tax Policy on School Funding and more! Click here to see the agenda and register!

<http://members.nasbonline.org/index.php/school-leaders-law-conference>

Prior to the Conference, the annual NASB Golf outing will be held at the Kearney Country Club on June 22.

The golf outing gets a great turnout every year, so email Sharon Endorf right away at sendorf@NASBOnline.org to get signed up. The outing will be a 4-person scramble. You can sign up a full team, or on your own and we will place you on a team. Lunch will be provided by ALICAP, and golf will begin at 12:30 PM.

Not a golfer? No worries, we are adding an additional networking activity on Wednesday, June 22. You can enjoy a tour of the Archway Museum and learn more about the history of Nebraska and Western Expansion. The tour will be followed by networking and snacks with your peers. The tour begins at 2:30 PM. Sign up for the tour as you register for the School Leaders & Law event at nasbonline.org. Registration deadline is June 16.

For those arriving in Kearney on Wednesday, plan to attend the reception and hospitality suite at the Holiday Inn from 6:30-11:00 PM. We hope to see you in Kearney in June!



2022



ANNUAL NASB MEMBER GOLF OUTING

JUNE 22 - KEARNEY COUNTRY CLUB



EMAIL SENDORF@NASBONLINE.ORG TO PARTICIPATE

UPCOMING EVENTS & NETWORKING



LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

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#weLIVEhere

You're
invited
to a
FREE

**SUMMER
WORKSHOP**
HOSTED BY
ALICAP

Registration is now open for the 2022 ALICAP Summer Workshops. These FREE* workshops are a great opportunity for school administrators and IT directors to brush up on their insurance knowledge and loss control strategies. Representatives from Homeland Security will give an update on cyber security. You will also hear from the Director of ALICAP, Megan Boldt and Broker at Public Risk Management, Sheri Shonka. These workshops will take place at 3 locations from 10:00 AM to 2:00 PM and include lunch.

Tuesday, June 7 - Gering Civic Center
Wednesday, June 8 - Kearney Holiday Inn
Thursday, June 9 - Firespring Lincoln

*ALICAP member districts each receive 3 complimentary registrations.
Non-member registrations or additional registrations will be invoiced at \$40.

To register, visit <https://nasb.envisiams.com/> and login with your username and password. Registration closes May 31.



2022 NASB Board Candidate Webinars

Tuesday, June 7 - 7:00 to 8:30 PM CT Webinar
Thursday, June 9 - 12:00 to 1:30 PM CT Webinar
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Wednesday, October 5 - 12:00 to 1:30 PM CT Webinar

NASB SCHOOL LEADERS & LAW CONFERENCE
JUNE 22-23 - KEARNEY

NASB CALL FOR LEGISLATIVE PROPOSALS - DUE JULY 1

<http://www.nasbonline.org/registrations/ProposedResolution.aspx>

... ALICAP & INSURANCE

Registration is now open for the 2022 ALICAP Summer Workshops. These FREE* workshops are a great opportunity for school administrators and IT directors to brush up on their insurance knowledge and loss control strategies. Representatives from Homeland Security will give an update on cyber security. You will also hear from the Director of ALICAP, Megan Boldt and Broker at Public Risk Management, Sheri Shonka. These workshops will take place at 3 locations from 10:00 AM to 2:00 PM and include lunch.

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Non-member registrations or additional registrations will be invoiced at \$40.

To register, visit <https://nasb.enviseams.com/> and login with your username and password. Registration closes May 31.

Thanks, Megan!

... DATA ANALYTICS

We are at that point in the school year where boards sometimes look several years ahead and consider the possibility of consolidation with neighboring districts. If your board is interested in gathering data to explore the consequences of a merger, NASB can provide a great deal of useful analysis relating to demographic trends, prospective levies, facilities, student achievement, and other factors worth considering. We make no recommendations since that is the responsibility of the boards involved, but we can provide the basis for constructive deliberations about your district's many options.

Contact Jim to learn more!

... POLICY

For the upcoming school year, each school must have at least one employee who has met the training requirements to administer or assist with the self-administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms. The training will include instruction in administering seizure medications, recognizing the signs and symptoms of seizures, and responding to their signs and symptoms with appropriate steps. You may have also heard that the Legislature has tasked NDE with creating academic standards for the teaching of financial literacy and the history of the Holocaust and other acts of genocide. It requires a fair amount of time to create new curriculum recommendations, so it is very unlikely these will be ready for the 2022-23 school year.

Contact Jim to learn more!

... ENERGY PURCHASING

Natural Gas continues to trend higher, recently hitting a 12-year high for next winter's heating season near \$8 on the New York Mercantile. However, prices for the following winter are nearly \$3 lower, and are even a bit lower for the winter after that. Uncertainty about the economy, the war in Ukraine, and lower than normal volumes in storage are driving most of the speculation. As these issues sort themselves out going into summer, we will have a much better picture of what gas prices will be for next winter.

Contact Jim to learn more!

... BOARD LEADERSHIP

Check out "At the Board Table" on pages 4-5.

Marcia, Tori, Kari & Katie

... ADVOCACY & GOVERNMENT RELATIONS

The 107th Legislature, 2nd Session has adjourned Sine Die.

The Primary Elections have passed and we know who will be vying for various roles come November.

Stay engaged with NASB's Legislative efforts in the "off-season" at: <http://members.nasbonline.org/index.php/government-relations>

Check out the latest edition of NASB's *Legislative Notes* as well!

CALL FOR LEGISLATIVE PROPOSALS
Due July 1
<http://www.nasbonline.org/registrations/ProposedResolution.aspx>

Call Colby & Matt with any questions!
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... SEARCH, STRENGTHS & AWARDS

GALLUP STRENGTHSFINDER

This month we are featuring the strength of Relator. Relator describes your attitude toward relationships. This theme pulls you toward people you already know. Those with Relator as a dominant theme are genuine and authentic. They need time and opportunities to have one-on-one interactions.

EDUCATION LEADERSHIP SEARCH SERVICE

Contact us with questions on best practice for superintendent searches or a proposal to fill your superintendent vacancy. It is not too early to do a proposal if you have a superintendent retiring in June of 2023.

AWARDS OF ACHIEVEMENT

An email reminder will be coming soon to check points.

Contact sbecker@NASBonline.org for these programs/services.

- Shari -

... TECHNOLOGY

SAVE THE DATE!
SPARQ TAILGATE
Saturday, September 17
Food! Drinks! Prizes!

Darion - dmiller@NASBonline.org
Nicole - nkobus@NASBonline.org
www.sparqdata.com

... MEMBER ENGAGEMENT

A busy June is in store ... come join us for all we have planned!

ALICAP Summer Workshops will be in Gering on June 7, Kearney on June 8, & Lincoln on June 9

Virtual Candidate Forums begin June 7th

The NASB Annual Member Golf Outing is June 22 in Kearney

Not a golfer, join us on the Archway Museum Tour, June 22 in Kearney

The School Leaders & Law Conference is June 23 in Kearney

Sharon



Paul Grieger
(800) 528-5145
pgrieger@dadco.com



Cody Wickham
(866) 809-5596
cwickham@dadco.com



Andy Forney
(866) 809-5443
aforney@dadco.com

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Jim Watts
402-483-7512 - jw1cpa@aol.com - <https://gowh.com/>
(CPA, Accounting)

ARCHITECTS

BCDM Architects
Pat Carson - 402-384-6422
pcarson@bcdm.net - www.bcdm.net
(Creating environments that form people)
* PLATINUM LEVEL AFFILIATE

BVH Architecture
Cleve Reeves - 402-475-4551
creeves@bvh.com - www.bvh.com
(A design-centered critical practice embracing a creative and collaborative process to design architecture that enhances the community in which it serves.)
* PLATINUM LEVEL AFFILIATE

ARCHITECTS

Clark & Enersen
Steve Miller - 402-477-9291
steve.miller@clarkenersen.com - www.clarkenersen.com
(From the very beginning, partnership has defined us.)
* PLATINUM LEVEL AFFILIATE

CMBA Architects
Jim Brisnehan - brisnehan.j@cmbaarchitects.com
Troy Keilig - keilig.t@cmbaarchitects.com
Courtney Koch - koch.c@cmbaarchitects.com
308-384-4444 - www.cmbaarchitects.com
(Architecture, Master Planning, Interiors, Bond Assistance/Community Engagement)
* PLATINUM LEVEL AFFILIATE

Carlson West Povondra Architects
Jamie Eckmann - 402-551-1500
jeckmann@cwparhitects.com - www.cwparhitects.com
(Architecture, planning, feasibility studies)
* GOLD LEVEL AFFILIATE

ARCHITECTS

DLR Group
Vanessa Schutte - 402-393-4100
vschutte@dlrgroup.com - www.dlrgroup.com
(Architecture, engineering, Ed. facility planning)

AWARDS & PLAQUES

Awards Unlimited
Tim Moravec - 402-474-0815
tmoravec@awardsunlimited.com
www.awardsunlimited.com
(Trophies, awards, plaques, etc.)

BUILDING CONTROLS/SERVICES

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

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CONSULTING

Akagi Consulting LLC
Mark Akagi - markakagi3@gmail.com

CONSTRUCTION SERVICES

BD Construction
Marsha Wilkerson - 308-234-1836
mwilkerson@bdconstruction.com - BDconstruction.com
(Construction Management at Risk and as Agent,
Facility Planning, Site Selection, Pre-bond
Community Education, Stakeholder Engagement)
*GOLD LEVEL AFFILIATE

Boyd Jones Construction
Emily Bannick - 402-550-1808
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(Construction Mgmt, Pre-Bond, Pre-Construction,
Facility Evaluation, Early Stage Planning)
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Cheever Construction
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* GOLD LEVEL AFFILIATE

Kingery Construction Co
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rodb@kccobuilders.com - www.kccobuilders.com
(Design-Bid-Build, Design-Build, Construction Mgmt,
General Contractor, Pre-Bond/Pre-Construction)
* GOLD LEVEL AFFILIATE

MCL Construction
Heather Fredrick - 402-339-2221
haf@mcconstruction.com - www.mcconstruction.com
(Navigating the entire construction process)
* GOLD LEVEL AFFILIATE

Nemaha Sports Construction Inc
Don Traska - 402-434-5488
don.traska@nemaha.net - www.nemaha.net
(Athletic Fields, Parks & Recreation, Hardscapes)
* GOLD LEVEL AFFILIATE

Tetrad Property Group
Cassie Paben - 402-580-2355
cpaben@tetradpropertygroup.com - tetradpropertygroup.com
(Owner's Representative, Facility Planning, Site
Selection, Pre-Bond Community Education,
Stakeholder Engagement, Facility Management)

W. A. Klinger
Matt Thompson - 712-233-3233
mthompson@waklinger.com - www.waklinger.com
(Pre-Construction, Construction Management,
Design-Build, and General Contracting Services.)

DATA SECURITY, VIDEO & COMMUNICATIONS

Filament Essential Services
Dan Kunzman - 402-479-6663
dank@fes.org - www.filamentservices.org
(SOCS websites+apps, Marketing/Branding/Video, Data,
Filament Essential Services is a new division of FES)
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DESIGN BUILD

Ayars & Ayars, Inc.
Darl Naumann - 402-435-8600 - 402-570-9214
dnaumann@ayarsayars.com - www.ayarsayars.com
(Design-build leader focused on creating
opportunities by building beneficial relationships,
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ENERGY SERVICES

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Jacob Hurla - 785-580-3014
jhurla@communitybuildingsolutions.com
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costs. Serving underserved rural communities cost-
effectively is the core of our mission.)
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draymond@facilityadvocates.com
www.facilityadvocates.com
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Navitas
Nick Rosenberry - 402-840-0370
nrosenberry@navitas.us.com - https://navitas.us.com/
(Energy Savings, Building Construction, Energy
Management, Guaranteed Results)
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Optimized Systems
Mike Taylor - 402-981-1005
mike.taylor@optimized-systems.com
www.Optimized-Systems.com
(Energy Optimization, Energy Management,
Commissioning, Metering, Energy Studies,
Mechanical System Assessments, Troubleshooting)
* GOLD LEVEL AFFILIATE

TRANE
Matt Foertsch - 402-596-8007
mfoertsch@trane.com - www.trane.com/omaha
(Building Construction & Energy Services. A global
provider of indoor comfort systems)
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Jennifer Kobza - 402-214-2118
jennifer.kobza@ameritas.com - (Public Finance)
* PLATINUM LEVEL AFFILIATE

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(Bonds/Election Services, Lease Purchase)
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www.fncapitalmarkets.com
(Public Finance, Election Guidance)
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Nebraska Liquid Asset Fund - NLAF
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jay.spearman@psc.com
(Financing for Capital Construction Products, Bonds,
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Susan Gracey - 402-984-4546
s.gracey@lunchtimesolutions.com
www.lunchtimesolutions.com
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Opaa! Food Management of Nebraska
Greg Frost - 816-210-9359
gfrost@opaafod.com - www.opaafod.com
(Contract Food Service Management)

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Omaha Public Schools Foundation
Toba Cohen-Dunning
402-502-3003 - toba.cohendunning@ops.org
https://omahapublicschoolsfoundation.org
(The Omaha Public Schools Foundation enriches
students' lives by funding opportunities for success.)

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Ryan Wedel
785-783-0375 - ryan.wedel@americanfidelity.com
www.americanfidelity.com/nebraska
(Solutions built for the education community)
* PLATINUM LEVEL AFFILIATE

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

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sheri.shonka@prmne.com - www.alicap.org
(ALICAP, Insurance services)
* PLATINUM LEVEL AFFILIATE

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(Lobby firm)

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Hannah Miller - 319-610-8538
hannah@teammates.org - www.teammates.org
(Together we transform lives)
* Silver Level Affiliate

PLAYGROUND/SCOREBOARDS/SURFACING

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julie@creativesitesllc.com
(Playground equipment and site furnishings)
* GOLD LEVEL AFFILIATE

Crouch Recreation
Eric Crouch - 402-496-2669
eric@crouchrec.com - www.crouchrec.com
(Playgrounds, Shelters, Scoreboards, Safety Surfacing & Site Amenities Manufacturers Rep)
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Fisher Tracks, Inc.
Jordan Fisher - 800-432-3191 - 515-432-3191
jfisher@fishertracks.com - www.fishertracks.com
(Installation, Refurbishment & Design Build of All-Weather Running Tracks)

Outdoor Recreation Products
Don Wilson - 402-289-0400 - don@outdoorrec.net
www.outdoorrecreationproducts.com
(Your choice for a reputable playground and splashpad company serving Nebraska)
* GOLD LEVEL AFFILIATE

SAFETY & SECURITY SERVICES

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njosten@onesourcebackground.com
www.onesourcebackground.com
(Employment, Volunteer, Contractor Screening)
* GOLD LEVEL AFFILIATE

TECHNOLOGY CONSULTING

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

TECHNOLOGY/SOFTWARE

JMC
Shelby Valkos - 800-524-8182
shelby@jmcinc.com - https://www.jmcinc.com/
(Smart software for even smarter schools)
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Midwest Alarm Services
Mike Wells - 402-331-6111 - 402-474-3737
Mike.Wells@mw-as.com
(Life Safety Systems provider)
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Sparq Data Solutions
Craig Caples - 402-423-4951
ccaples@sparqdata.com - www.sparqdata.com
(Paperless Board Meetings, Teacher Negotiations, Public Document Management, Document Imaging & Scanning, Online Policy)
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THERAPY SERVICES

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

TRANSPORTATION

Cornhusker International
Russ Folts - 402-466-8461 ext 206
russ.folts@cornhuskerinternational.com
www.cornhuskerinternational.com
(With six locations across Nebraska, Cornhusker International offers your best choice in new and pre-owned School Buses, Compliant Activity Buses, plus full parts and service for all makes and models)
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Master's Transportation
Mariya Goodbrake - 800-783-3613
mgoodbrake@masterstransportation.com
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A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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IN THIS EDITION

NEW BOARD MEETING REQUIREMENT: ARE YOUR AGENDAS & MINUTES COMPLIANT?

WHAT MESSAGE IS THE BOARD CONVEYING TO THE PUBLIC AT THE BOARD TABLE?

COLLEGE AND CAREER READY MATHEMATICS STANDARDS

PRIMARY ELECTION RESULTS

SCHOOL LEADERS & LAW, GOLF & THE ARCHWAY

UPCOMING EVENTS & NETWORKING

YOUR NASB BOARD OF DIRECTORS & STAFF

YOUR 2022 NASB AFFILIATES

... AND MUCH MORE!

AS WELL AS "THIS MONTH IN ..."

... ADVOCACY & GOVERNMENT RELATIONS

... ALICAP & INSURANCE

... BOARD LEADERSHIP

... DATA ANALYTICS

... ENERGY PURCHASING

... MEMBER ENGAGEMENT

... POLICY

... SEARCH, STRENGTHS & AWARDS

... TECHNOLOGY

MAY 2022

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Ralston Enrollment Report as of 05/16/2022

BLUMFIELD ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	2.00	18	0	3	21	0
	KG	2.00	37	5	0	42	0
	01	2.00	38	4	0	42	0
	02	2.00	31	6	0	37	0
	03	2.00	41	10	0	51	0
	04	2.00	41	10	0	51	0
	05	2.00	44	10	0	54	0
	06	2.00	37	13	0	50	0
	Building Total:		287	58	3	348	0

KAREN WESTERN ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	1.00	21	0	1	22	0
	KG	1.00	17	7	1	25	0
	01	2.00	28	6	0	34	0
	02	1.00	13	3	0	16	0
	03	1.00	21	5	0	26	0
	04	1.00	21	5	0	26	0
	05	2.00	27	5	0	32	0
	06	1.00	20	5	0	25	0
	Building Total:		168	36	2	206	0

MEADOWS ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	2.00	31	0	6	37	0
	KG	2.00	32	8	0	40	0
	01	2.00	33	6	0	39	0
	02	2.00	31	5	1	37	1
	03	2.00	32	10	0	42	1
	04	2.00	29	9	1	39	0
	05	2.00	37	8	0	45	0
	06	2.00	22	12	2	36	0
	Building Total:		247	58	10	315	2

MOCKINGBIRD ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	1.00	17	0	6	23	0
	KG	1.00	57	9	0	66	1
	01	3.00	40	10	0	50	0
	02	2.00	44	6	1	51	0
	03	3.00	49	7	0	56	0
	04	2.00	47	6	1	54	0
	05	2.00	43	10	0	53	0
	06	2.00	40	12	0	52	0
	Building Total:		337	60	8	405	1

Ralston Enrollment Report as of 05/16/2022

SEYMOUR ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	1.00	17	0	3	20	0
	KG	2.00	31	7	0	38	0
	01	1.50	37	8	0	45	0
	02	1.50	27	6	3	36	0
	03	1.50	26	5	2	33	0
	04	1.50	29	5	0	34	0
	05	1.50	30	3	2	35	0
	06	1.50	26	2	3	31	0
	Building Total:		223	36	13	272	0

WILDEWOOD ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	2.00	31	0	1	32	0
	KG	2.00	24	10	0	34	0
	01	2.00	25	9	0	34	0
	02	2.00	27	11	0	38	0
	03	2.00	25	9	0	34	0
	04	2.00	24	9	1	34	0
	05	2.00	22	12	0	34	0
	06	2.00	32	7	0	39	0
	Building Total:		210	67	2	279	0

RALSTON MIDDLE SCHOOL		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	07		168	80	1	249	0
	08		190	58	5	253	0
	Building Total:		358	138	6	502	0

RALSTON HIGH SCHOOL		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	09		181	90	0	271	0
	10		169	71	0	240	2
	11		178	69	0	247	0

Ralston Enrollment Report as of 05/16/2022

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	12	165	61	1	227	0
Building Total:		693	291	1	985	2
District Total:		2523	744	45	3312	5
KG:		198	46	1	245	1
01:		201	43	0	244	0
02:		173	37	5	215	1
03:		194	46	2	242	1
04:		191	44	3	238	0
05:		203	48	2	253	0
06:		177	51	5	233	0
07:		168	80	1	249	0
08:		190	58	5	253	0
09:		181	90	0	271	0
10:		169	71	0	240	2
11:		178	69	0	247	0
12:		165	61	1	227	0

Ralston Enrollment Report as of 05/23/2022

BLUMFIELD ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	2.00	18	0	3	21	0
	KG	2.00	37	5	0	42	0
	01	2.00	38	4	0	42	0
	02	2.00	31	6	0	37	0
	03	2.00	41	10	0	51	0
	04	2.00	41	10	0	51	0
	05	2.00	44	10	0	54	0
	06	2.00	37	13	0	50	0
Building Total:			287	58	3	348	0
KAREN WESTERN ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	1.00	21	0	1	22	0
	KG	1.00	17	7	1	25	0
	01	2.00	28	6	0	34	0
	02	1.00	13	3	0	16	0
	03	1.00	21	5	0	26	0
	04	1.00	21	5	0	26	0
	05	2.00	27	5	0	32	0
	06	1.00	20	5	0	25	0
Building Total:			168	36	2	206	0
MEADOWS ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	2.00	31	0	6	37	0
	KG	2.00	32	8	0	40	0
	01	2.00	33	6	0	39	0
	02	2.00	31	5	1	37	1
	03	2.00	32	10	0	42	1
	04	2.00	29	9	1	39	0
	05	2.00	37	8	0	45	0
	06	2.00	22	12	2	36	0
Building Total:			247	58	10	315	2
MOCKINGBIRD ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	1.00	17	0	6	23	0
	KG	1.00	57	9	0	66	1
	01	3.00	40	10	0	50	0
	02	2.00	44	6	1	51	0
	03	3.00	49	7	0	56	0
	04	2.00	47	6	1	54	0
	05	2.00	43	10	0	53	0
	06	2.00	40	12	0	52	0
Building Total:			337	60	8	405	1

Ralston Enrollment Report as of 05/23/2022

SEYMOUR ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	1.00	16	0	3	19	0
	KG	1.00	31	7	0	38	0
	01	1.50	37	8	1	46	0
	02	1.50	27	6	3	36	0
	03	1.50	26	5	0	31	0
	04	1.50	29	5	0	34	0
	05	1.50	30	3	2	35	0
	06	1.50	26	2	3	31	0
	Building Total:		222	36	12	270	0

WILDEWOOD ELEMENTARY		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	PS	2.00	31	0	1	32	0
	KG	2.00	24	10	0	34	0
	01	2.00	25	9	0	34	0
	02	2.00	27	11	0	38	0
	03	2.00	25	9	0	34	0
	04	2.00	24	9	1	34	0
	05	2.00	22	12	0	34	0
	06	2.00	32	7	0	39	0
	Building Total:		210	67	2	279	0

RALSTON MIDDLE SCHOOL		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	07		168	80	1	249	0
	08		190	58	5	253	0
	Building Total:		358	138	6	502	0

RALSTON HIGH SCHOOL		Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	09		181	90	0	271	0
	10		169	71	0	240	2
	11		177	69	0	246	0

Ralston Enrollment Report as of 05/23/2022

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
	12	143	83	1	227	0
Building Total:		670	313	1	984	2
District Total:		2499	766	44	3309	5
KG:		198	46	1	245	1
01:		201	43	1	245	0
02:		173	37	5	215	1
03:		194	46	0	240	1
04:		191	44	3	238	0
05:		203	48	2	253	0
06:		177	51	5	233	0
07:		168	80	1	249	0
08:		190	58	5	253	0
09:		181	90	0	271	0
10:		169	71	0	240	2
11:		177	69	0	246	0
12:		143	83	1	227	0

**NEGOTIATED AGREEMENT
Food Service Workers**

**Ralston Public Schools
and
Service Employees Local No. 226**

This agreement is made by and between the Board of Education of Ralston Public Schools, also known as Douglas County School District 0054 and hereinafter referred to as the Board or the District, and Service Employees International Union, Local Number 226, affiliated with the AFL-CIO and hereinafter referred to as the Union. The terms of this Agreement shall be in effect for a period commencing September 1, 2022 and ending August 31, 2023.

ARTICLE 1

RECOGNITION

Section 1.1 - Recognition of Union. The District recognizes the Union as the exclusive representative of “employees” as defined in Section 1.2 of this Agreement.

Section 1.2 - Definition of Employees. Whenever used in this Agreement, the term “employees” shall mean full-time and part-time employees employed by the District as food service workers but excluding temporary personnel as defined in Section 1.3 of this Agreement.

Section 1.3 - Definition of Temporary Personnel. Temporary personnel are persons hired by the District who, prior to the commencement of work, have executed a written statement acknowledging employment as temporary personnel.

ARTICLE 2

MANAGEMENT RIGHTS

Section 2.1 - Retention of Managerial Prerogatives. Except as expressly modified or restricted by a specific provision of this Agreement, all statutory and inherent managerial rights, prerogatives and functions are retained and vested exclusively in the District, including, but not limited to, the rights, in accordance with its sole and exclusive judgment and discretion: to hire, reprimand, suspend, discharge or otherwise discipline employees; provided that any employee who is reprimanded, suspended or discharged shall be told the reason for the reprimand, suspension or discharge; to determine their qualifications and assign

and direct their work; to promote, demote, transfer, lay off, and recall to work; to set the standards of the services to be rendered; to set the starting and quitting time and the number of hours and shifts to be worked; to use independent contractors to perform work or services; to subcontract or contract out the District's operations or any part thereof; to expand, reduce, alter, combine, transfer, assign or cease any job or service; to issue, amend and revise policies, rules, regulations and practices. The District's failure to exercise any right, prerogative or function hereby reserved to it, or the District's exercise of any such right, prerogative or function in a particular way, shall not be considered a waiver of the District's right to exercise such right, prerogative or function or preclude it from exercising the same in some other way not in conflict with the express provisions of this Agreement.

ARTICLE 3

NONDISCRIMINATION

Section 3 - Nondiscrimination. The Board and Union agree that the hiring of employees shall be done without regard to race, color, national origin, religion, gender, disability, marital status, or participation or nonparticipation in the Union.

ARTICLE 4

CHECK OFF

Section 4.1 - Check off. Upon receipt by the District of a check off authorization, dated and executed by an employee, the District shall deduct the Union's membership dues for the month in which such deduction is made. The District will forward the monies so deducted to the Treasurer of the Union not later than the last day of the calendar month in which the deduction is made. The District shall deduct from an employee's wages only that amount of money which the employee has certified to the District, in writing, is the amount of dues to be withheld and paid to the Union. In the same manner, the District shall also withhold such amounts specified by the employee for charitable contributions and such other purposes as are permitted by the Board.

Section 4.2 - Check Authorization Form. The District shall not deduct any monies from an employee's wages pursuant to Section 4.1 of this Agreement, unless the check off authorization executed by the employee conforms to the rules and regulations of the District.

Section 4.3 - Hold Harmless Provision. The Union shall save the District harmless against any and all claims, demands, suits, grievances or other liability that arise out of or by reason of actions taken by the District pursuant to this Article 4.

ARTICLE 5

GRIEVANCE PROCEDURE

Section 5.1 - Definition of Grievance. A grievance is an allegation by an employee or the Union that the District has violated an express provision of this Agreement.

Section 5.2 - Procedural Steps. The procedure for handling grievances shall be as set forth below.

Step 1 - Oral Notice to Immediate Supervisor. The grievant shall first take up the grievance by presenting it to his or her immediate supervisor within seven (7) days of the incident giving rise to the grievance.

Step 2 - Written Grievance to the Director of Food Services. If the grievance is not satisfactorily adjusted within five (5) days from the meeting with the supervisor, the employee or the Union representative shall present the grievance in writing to the Director of Food Services or his or her designated representative. The Director of Food Services or his or her designated representative shall, within ten (10) days from the day the written grievance was received, make a determination and submit his or her answer in writing to the grievant.

Step 3 - Written Appeal to the Superintendent of Schools. If the Director of Food Services or his or her designated representative does not satisfactorily settle the grievance within ten (10) days from the date it is presented to him or her, the employee or the Union may appeal the grievance to the Superintendent of Schools or his or her designated representative. Said appeal shall be presented, in writing, to the office of the Superintendent of Schools within twenty (20) days of the date that the grievance was presented to the Director of Food Services or ten (10) days after the determination made by the Director of Food Services, whichever date is later.

The Superintendent of Schools or a designated representative shall make a written determination regarding the grievance within thirty (30) days from the date it is presented to him/her.

Step 4 - Appeal to the Board of Education. If the determination of the Superintendent of Schools is not satisfactory to the grievant, it may be appealed to the Board within thirty (30) days of the date of the Superintendents' decision. At its next regular meeting, the Board shall

hear the grievance in open or closed session in accordance with the law and the decision of the Board shall be rendered within thirty (30) days of the hearing.

Section 5.3 - Written Presentation. All grievances presented at Step 2 and subsequent steps of the procedure set forth in Section 5.2 of this Agreement shall set forth: the facts giving rise to the grievance; the provision(s) of the Agreement, if any, alleged to have been violated; the names of the aggrieved employee(s); and the remedy sought. All grievances at Step 2 and appeals at Step 3 and Step 4 of the procedure set forth in Section 5.2 of this Agreement shall be signed and dated by the aggrieved employee and/or his shop steward. All written answers submitted by the District shall be signed and dated by the appropriate District representative.

Section 5.4 - Time Limitations. The time limitations set forth in this Article 5 are of the essence of this Agreement. All references to days are to calendar days. No grievance shall be accepted by the District unless it is submitted or appealed within the time limits set forth in Section 5.2 of this Agreement. If the grievance is not timely submitted at Step 1 or Step 2, it shall be deemed waived. If the grievance is not timely appealed to Step 3, it shall be deemed to have been settled in accordance with the District's Step 2 answer. If the District fails to answer within the time limits set forth in Section 5.2 of this Agreement, the grievance shall automatically proceed to the next step.

ARTICLE 6

WAGES

Section 6.1 - Definition of "Designated Job Classification". The job classification to which an employee is assigned at the time of initial employment shall be the employee's "designated job classification" and shall remain the employee's designated job classification unless the employee moves to another job classification.

Section 6.2 - Straight-Time Rate of Pay. Except as otherwise specified in this Agreement, an employee shall be paid the straight-time rate of pay for his or her designated job classification for all time for which the employee is entitled to compensation pursuant to a provision of this Agreement. The straight-time rate of pay for each job classification set forth in Appendix I hereto shall be the hourly rate specified for that job classification.

Section 6.3 - Overtime Rate of Pay. For all hours actually worked in excess of forty (40) hours in a workweek, an employee shall be paid one and one-half (1.5) times his or her straight-time rate of pay for that workweek.

Section 6.4 - No Pyramiding of Overtime or Premium Pay. For each period of time for which an employee is entitled to compensation pursuant to a provision of this Agreement, he or she shall be paid in accordance with that pay formula set forth in this Agreement which entitles him or her to the greatest amount of compensation, but he or she shall not be entitled to compensation pursuant to any other pay formula set forth in this Agreement. Time for which an employee is compensated pursuant to the preceding sentence at a premium rate shall not be counted to enable the employee to receive compensation pursuant to another provision of this Agreement.

Section 6.5 - Compensatory Time. The District shall not assign compensatory time in lieu of paying overtime compensation.

Section 6.6 - Uniforms. Each employee shall wear a uniform in accordance with the requirements of the District. Each employee is responsible for the care and cleaning of her or his own uniforms. Each employee will wear a clean, well maintained, uniform to work each day. The District will pay each employee \$150.00 (One hundred fifty dollars) per year as a uniform allowance upon completion of 60 working days of probation. For current employees the uniform allowance will be paid through payroll in October of each year and will be subject to the appropriate taxes as outlined by the IRS. Probationary employees will be paid the uniform allowance after completion of 60 working days. The uniform allowance will be intended to be used to buy at least one pair of slip resistant shoes and specified pants to wear to work. The food service director will publish the required specifications for shoes and pants that are required to be worn. Questions about individual uniforms meeting the identified specifications will be determined by the food service director and will not be open to appeal.

Section 6.7 – Performance Incentive Pay. The District shall pay each employee a performance incentive of \$.25 cents per hour upon two consecutive years of earning at least a 3.5 index score on the evaluation rubric used in the employee evaluation process. Once a performance incentive has been earned it will remain in the employee's hourly pay. For this contract evaluation scores earned for the 2010/2011 school year will count as the first year of a two-year cycle for current employees. New employees will be eligible immediately to begin the process of earning an appropriate evaluation score for this benefit. An employee must work at least two consecutive quarters to be evaluated to be eligible for the performance incentive pay benefit. An employee successfully earning a performance incentive may then begin the two-year process of earning the benefit again.

ARTICLE 7

JOB OPENINGS

Section 7.1 - Job Openings. Job openings will be posted in the school kitchen area on the Union bulletin board and communicated via district-wide email. The notice of the opening will describe the qualifications for the position, hours of work and wages. All employees covered by this Agreement may apply for the opening by submitting a written application to the District's Personnel Office. Such employee applicants will be entitled to a personal interview, if requested in the application, for the purpose of establishing their qualifications for the position. The District will consider all employee applicants and all other applicants to assure the selection of the best qualified person for the position. The district will consider each applicant's skill, work experience, evaluations (for an applicant who is an employee of the District), and such other factors as are rationally related to the selection process. If, in the judgment of the District, the applicants' qualifications are equal, and one or more of the applicants are employees of the District, the District will select the employee with the greatest seniority. Seniority shall be defined as an employee's total length of continuous full-time service, excluding leave of absence, as a food service worker. Any dispute regarding seniority shall be resolved by reference to the official records of the District.

Section 7.2 - Layoff. When the District finds it necessary to lay off employees because of a reduction in the work force generally or in a particular area, the District will consider the employee's skills, work experience, evaluations and such other factors as are rationally related to the selection process to assure that the best qualified persons are retained in employment. If, in the sole judgment of the District, the employees' skills, work experience, evaluation and other qualifications are equal, the District will reduce the employee(s) with the least seniority.

Section 7.3 - Recall. When recalling employees who have been laid off, the District shall offer reemployment first to the qualified person with the greatest seniority. If the person with the greatest seniority declines recall, reemployment shall be offered to the qualified person with the next greatest seniority until a person accepts reemployment or all persons decline recall. An employee who has been laid off shall have recall rights for a period of twelve (12) months following the date of the layoff.

ARTICLE 8

DUTY HOURS

Section 8.1 - Duty Hours. The Director of Food Services will establish the duty hours of all employees.

Section 8.2 - Lunch Break. The District will provide each employee with an unpaid lunch break of 30 minutes. The District shall endeavor to assure that the lunch break is uninterrupted, but both the Board and Union recognize that emergencies will occur which may unavoidably interrupt the lunch break. The employee may leave the building during the lunch break if she or he clocks out upon departing and clocks in upon returning.

ARTICLE 9

LEAVE

Section 9.1 Employees covered by this contract will accrue their hourly equivalent of 10 (ten) days of sick leave per year. Sick leave will accrue by the number of hours worked per day (i.e. employees working 6 hours per day will accrue 6 hours of leave per month) and may be used by the hour (i.e. doctor's appointments, etc.) The maximum number of sick hours that may be accumulated in a calendar year is ten times the average assigned work day. In addition the employee's hourly equivalent of two (2) days are designated for personal leave (personal business that cannot be scheduled outside of work time), provided that three days notice shall be given to the Director of Food Service by submitting a completed Leave Request form to his/her office and the 60 day probationary period has been met. This 3-day requirement may be waived by the Food Service Director if the need for the leave is based on an emergency and such notice would have been impossible or impractical. The employee need not give a reason for the leave. If personal leave days are unused, two days will be carried over at the end of the school year (not to exceed four in one year). Unused, accrued sick leave days may be carried over from one year to the next, when service is unbroken, to a maximum hourly accumulation of seventy times the hourly equivalent of one work day. Sick leave days may be either used for personal or family illness (maximum of 10 days per year may be used for family illness). Family illness is defined the same as certified staff, i.e., spouse, child (including stepchild), parent, or a person who resides in the employee's home for whom the employee is legally responsible.

Snow Days: All snow days may be made up in the calendar year to maximize instruction for the students. Employees will not be required to take personal days during snow days knowing that the days may be made up at a later time in the current year calendar.

Section 9.2 – Unused Sick Leave. Upon leaving the district each food

service employee shall be paid 50% of their hourly rate times the number of hours of unused sick leave remaining at separation of employment, not to exceed 70 seventy (70) days. An employee will be eligible for this program after they have completed eight (8) consecutive years of employment.

Section 9.3 – Requirements. Because of the difficulty of finding proper replacements, no more than three persons district wide may take their paid leave day, on any single day. Personal leave may not be taken on the day preceding or the day following intersession, a holiday, or a vacation day.

Section 9.4 – Perfect Attendance Compensation. Employees covered by this contract are eligible to earn \$40.00 (Forty) dollars per quarter for perfect attendance. Perfect attendance compensation will be recorded and accumulated annually and paid in June of each school year. A perfect attendance list will be published for inspection at the end of each quarter. Quarters are defined in Appendix II of this document. Use of personal days for this contract will not count against earning perfect attendance.

ARTICLE 10

BEREAVEMENT LEAVE

Section 10 - Bereavement Leave. An employee shall be permitted as many of the following number of consecutive days of paid leave, at the employee's discretion, for bereavement purposes: Five (5) days in the event of the death of the employee's spouse, child, stepchild, grandchild, parent, step-parent, sister or brother; three (3) days in the event of the death of the employee's or the spouse's grandparent, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, niece, nephew or a person who resides in the employee's household for whose care the employee is responsible; one (1) day of paid leave in the event of the death of the employee's aunt, uncle or cousin, or any persons not named above. The Director of Food Services shall have the discretion to grant unpaid bereavement leave to extend the leave described above.

ARTICLE 11

TERM LIFE INSURANCE

Section 11 - Term Life Insurance. The District will provide group term life insurance coverage for employees in the amount stated in the Ralston Education Association negotiated agreement. Employees shall have the option to purchase additional insurance at their own expense as may be allowed by the term life insurance policy provisions.

ARTICLE 12

VISION EXAMINATIONS

Section 12.2 - Vision Examination. The District will pay up to Fifty Dollars (\$50) per employee for a vision examination every second year according to the rules and regulations of the District.

ARTICLE 13

DISABILITY INSURANCE

Section 13.1 - Disability. -The employee will pay the premium as a payroll deduction for participation in the long-term disability program. The Board will increase each employee's compensation by an amount equal to the employee's disability insurance. Employees will receive 66 2/3 percent disability insurance coverage based on the employee's salary.

Section 13.2 - Qualifications. Each employee shall be entitled to disability coverage beginning on the date when the employee has used all of his or her accumulated sick leave.

ARTICLE 14

ACTS IN VIOLATION OF LAWS OR ORDERS

Section 14.1 - Acts in Violation of Laws or Orders. Nothing in this agreement shall be construed to require either party to act in violation of any state or federal law or any presidential order. In the event such conditions should arise, this agreement should be considered modified to the extent necessary to comply with the law.

ARTICLE 15

Health Insurance

Section 15.1-Health Insurance. Under the provisions of the Affordable Care Act, all eligible employees will now be offered health insurance through the district's health insurance provider. Single Health insurance will be offered for all eligible employees at a rate of contribution not to exceed 9.5% of the employee's gross paycheck. Employees choosing the health insurance option will have a rate not to exceed their hourly rate multiplied by 13 for their monthly deduction. This deduction will

be made for the 10 pay periods of the employee's work year. Additionally, employees who choose may select additional health coverage at an additional premium, which is paid entirely by the employee.

SIGNATURES OF THE PARTIES

Dated this _____ day of
_____, 2022.

Dated this _____ day of
_____, 2022.

-

Jason Buckingham, Chief Negotiator
Ralston Board of Education

Steve Rhys, Assistant Chief Steward
Service Employees International
Union, Local 226

APPENDIX I

For the 2022-2023 contract year, all Managers and Assistant Managers will receive a \$2.00 dollar per hour raise. Kitchen Assistants will receive a \$2.00 per hour raise.

APPENDIX

Entry Level Wage*

	2022-2023
<u>ELEMENTARY SCHOOL</u>	
Manager	17.10
Kitchen Asst.	14.95
<u>MIDDLE SCHOOL</u>	
Manager	18.10
Lead Cashier	15.40
Kitchen Asst.	14.95
<u>HIGH SCHOOL</u>	
Manager	18.40

Asst. Manager	17.10
Kitchen Asst.	14.95

*Actual starting salaries may be increased slightly at the discretion of the administration for employees who have applicable prior experience in the field.

Longevity Payments: Food Service employees will receive longevity increases starting with the new fiscal year after the 6th, 11th, 16th, 21st, and 26th anniversary of employment have been reached. The employee will receive an additional 30 cents per hour above their established hourly wage. This longevity bonus remains in effect each year until the next plateau is reached or until changed by Board Action. A break in service will nullify this benefit.

6-10 years - 30 cents
11-15 years - 30 cents
16-20 years - 30 cents
21-25 years - 30 cents
26+ years - 30 cents

APPENDIX II

Quarterly awards for perfect attendance will be reviewed during the month following the specific quarter outlined below. Payments will be made through the payroll process in June of each year. Quarters for food service employees are as follows:

Quarter 1 – July through September
Quarter 2 – October through December
Quarter 3 – January through February
Quarter 4 – March through May

To be eligible for quarterly awards, employees must be full time employees. Part-time employees will be paid on a pro-rated basis equal to their full-time equivalency (FTE).

**NEGOTIATED AGREEMENT
Food Service Workers**

**Ralston Public Schools
and
Service Employees Local No. 226**

This agreement is made by and between the Board of Education of Ralston Public Schools, also known as Douglas County School District 0054 and hereinafter referred to as the Board or the District, and Service Employees International Union, Local Number 226, affiliated with the AFL-CIO and hereinafter referred to as the Union. The terms of this Agreement shall be in effect for a period commencing September 1, 2020 ~~2022~~ and ending August 31, ~~2022~~ **2023**.

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Section 1.1 - Recognition of Union. The District recognizes the Union as the exclusive representative of “employees” as defined in Section 1.2 of this Agreement.

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reprimand, suspension or discharge; to determine their qualifications and assign and direct their work; to promote, demote, transfer, lay off, and recall to work; to set the standards of the services to be rendered; to set the starting and quitting time and the number of hours and shifts to be worked; to use independent contractors to perform work or services; to subcontract or contract out the District's operations or any part thereof; to expand, reduce, alter, combine, transfer, assign or cease any job or service; to issue, amend and revise policies, rules, regulations and practices. The District's failure to exercise any right, prerogative or function hereby reserved to it, or the District's exercise of any such right, prerogative or function in a particular way, shall not be considered a waiver of the District's right to exercise such right, prerogative or function or preclude it from exercising the same in some other way not in conflict with the express provisions of this Agreement.

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GRIEVANCE PROCEDURE

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Step 3 - Written Appeal to the Superintendent of Schools. If the Director of Food Services or his or her designated representative does not satisfactorily settle the grievance within ten (10) days from the date it is presented to him or her, the employee or the Union may appeal the grievance to the Superintendent of Schools or his or her designated representative. Said appeal shall be presented, in writing, to the office of the Superintendent of Schools within twenty (20) days of the date that the grievance was presented to the Director of Food Services or ten (10) days after the determination made by the Director of Food Services, whichever date is later.

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Superintendents' decision. At its next regular meeting, the Board shall hear the grievance in open or closed session in accordance with the law and the decision of the Board shall be rendered within thirty (30) days of the hearing.

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WAGES

Section 6.1 - Definition of "Designated Job Classification". The job classification to which an employee is assigned at the time of initial employment shall be the employee's "designated job classification" and shall remain the employee's designated job classification unless the employee moves to another job classification.

Section 6.2 - Straight-Time Rate of Pay. Except as otherwise specified in this Agreement, an employee shall be paid the straight-time rate of pay for his or her designated job classification for all time for which the employee is entitled to compensation pursuant to a provision of this Agreement. The straight-time rate of pay for each job classification set forth in Appendix I hereto shall be the hourly rate specified for that job classification.

Section 6.3 - Overtime Rate of Pay. For all hours actually worked in excess of forty (40) hours in a workweek, an employee shall be paid one and one-half (1.5) times his or her straight-time rate of pay for that workweek.

Section 6.4 - No Pyramiding of Overtime or Premium Pay. For each period of time for which an employee is entitled to compensation pursuant to a provision of this Agreement, he or she shall be paid in accordance with that pay formula set forth in this Agreement which entitles him or her to the greatest amount of compensation, but he or she shall not be entitled to compensation pursuant to any other pay formula set forth in this Agreement. Time for which an employee is compensated pursuant to the preceding sentence at a premium rate shall not be counted to enable the employee to receive compensation pursuant to another provision of this Agreement.

Section 6.5 - Compensatory Time. The District shall not assign compensatory time in lieu of paying overtime compensation.

Section 6.6 - Uniforms. Each employee shall wear a uniform in accordance with the requirements of the District. Each employee is responsible for the care and cleaning of her or his own uniforms. Each employee will wear a clean, well maintained, uniform to work each day. The District will pay each employee \$150.00 (One hundred fifty dollars) per year as a uniform allowance upon completion of 60 working days of probation. For current employees the uniform allowance will be paid through payroll in October of each year and will be subject to the appropriate taxes as outlined by the IRS. Probationary employees will be paid the uniform allowance after completion of 60 working days. The uniform allowance will be intended to be used to buy at least one pair of slip resistant shoes and specified pants to wear to work. The food service director will publish the required specifications for shoes and pants that are required to be worn. Questions about individual uniforms meeting the identified specifications will be determined by the food service director and will not be open to appeal.

Section 6.7 – Performance Incentive Pay. The District shall pay each employee a performance incentive of \$.25 cents per hour upon two consecutive years of earning at least a 3.5 index score on the evaluation rubric used in the employee evaluation process. Once a performance incentive has been earned it will remain in the employee's hourly pay. For this contract evaluation scores earned for the 2010/2011 school year will count as the first year of a two year cycle for current employees. New employees will be eligible immediately to begin the process of earning an appropriate evaluation score for this benefit. An employee must work at least two consecutive quarters to be evaluated to be eligible for the performance incentive pay benefit. An employee successfully earning a performance incentive may then begin the two year process of earning the benefit again.

ARTICLE 7

JOB OPENINGS

Section 7.1 - Job Openings. Job openings will be posted in the school kitchen area on the Union bulletin board and communicated via district-wide email. The notice of the opening will describe the qualifications for the position, hours of work and wages. All employees covered by this Agreement may apply for the opening by submitting a written application to the District's Personnel Office. Such employee applicants will be entitled to a personal interview, if requested in the application, for the purpose of establishing their qualifications for the position. The District will consider all employee applicants and all other applicants to assure the selection of the best qualified person for the position. The district will consider each applicant's skill, work experience, evaluations (for an applicant who is an employee of the District), and such other factors as are rationally related to the selection process. If, in the judgment of the District, the applicants' qualifications are equal, and one or more of the applicants are employees of the District, the District will select the employee with the greatest seniority. Seniority shall be defined as an employee's total length of continuous full-time service, excluding leave of absence, as a food service worker. Any dispute regarding seniority shall be resolved by reference to the official records of the District.

Section 7.2 - Layoff. When the District finds it necessary to lay off employees because of a reduction in the work force generally or in a particular area, the District will consider the employee's skills, work experience, evaluations and such other factors as are rationally related to the selection process to assure that the best qualified persons are retained in employment. If, in the sole judgment of the District, the employees' skills, work experience, evaluation and other qualifications are equal, the District will reduce the employee(s) with the least seniority.

Section 7.3 - Recall. When recalling employees who have been laid off, the District shall offer reemployment first to the qualified person with the greatest seniority. If the person with the greatest seniority declines recall, reemployment shall be offered to the qualified person with the next greatest seniority until a person accepts reemployment of all persons decline recall. An employee who has been laid off shall have recall rights for a period of twelve (12) months following the date of the layoff.

ARTICLE 8

DUTY HOURS

Section 8.1 - Duty Hours. The Director of Food Services will establish the duty hours of all employees.

Section 8.2 - Lunch Break. The District will provide each employee with an unpaid lunch break of 30 minutes. The District shall endeavor to assure that the lunch break is uninterrupted, but both the Board and Union recognize that emergencies will occur which may unavoidably interrupt the lunch break. The employee may leave the building during the lunch break if she or he clocks out upon departing and clocks in upon returning.

ARTICLE 9

LEAVE

Section 9.1 Employees covered by this contract will accrue their hourly equivalent of 10 (ten) days of sick leave per year. Sick leave will accrue by the number of hours worked per day (i.e. employees working 6 hours per day will accrue 6 hours of leave per month) and may be used by the hour (i.e. doctor's appointments, etc.) The maximum number of sick hours that may be accumulated in a calendar year is ten times the average assigned work day. In addition the employee's hourly equivalent of two (2) days are designated for personal leave (personal business that cannot be scheduled outside of work time), provided that three days notice shall be given to the Director of Food Service by submitting a completed Leave Request form to his/her office and the 60 day probationary period has been met. This 3-day requirement may be waived by the Food Service Director if the need for the leave is based on an emergency and such notice would have been impossible or impractical. The employee need not give a reason for the leave. If personal leave days are unused, two days will be carried over at the end of the school year (not to exceed four in one year). Unused, accrued sick leave days may be carried over from one year to the next, when service is unbroken, to a maximum hourly accumulation of seventy times the hourly equivalent of one work day. Sick leave days may be either used for personal or family illness (maximum of 10 days per year may be used for family illness). Family illness is defined the same as certified staff, i.e., spouse, child (including stepchild), parent, or a person who resides in the employee's home for whom the employee is legally responsible.

Snow Days: All snow days may be made up in the calendar year to maximize instruction for the students. Employees will not be required to take personal days during snow days knowing that the days may be made up at a later time in the current year calendar.

Section 9.2 – Unused Sick Leave. Upon leaving the district each food service employee shall be paid 50% of their hourly rate times the number of hours of unused sick leave remaining at separation of employment, not to exceed 70 seventy (70) days. An employee will be eligible for this program after they have completed eight (8) consecutive years of employment.

Section 9.3 – Requirements. Because of the difficulty of finding proper replacements, no more than three persons district wide may take their paid leave day, on any single day. Personal leave may not be taken on the day preceding or the day following intersession, a holiday, or a vacation day.

Section 9.4 – Perfect Attendance Compensation. Employees covered by this contract are eligible to earn \$40.00 (Forty) dollars per quarter for perfect attendance. Perfect attendance compensation will be recorded and accumulated annually and paid in June of each school year. A perfect attendance list will be published for inspection at the end of each quarter. Quarters are defined in Appendix II of this document. Use of personal days for this contract will not count against earning perfect attendance.

ARTICLE 10

BEREAVEMENT LEAVE

Section 10 - Bereavement Leave. An employee shall be permitted as many of the following number of consecutive days of paid leave, at the employee's discretion, for bereavement purposes: Five (5) days in the event of the death of the employee's spouse, child, stepchild, grandchild, parent, step-parent, sister or brother; three (3) days in the event of the death of the employee's or the spouse's grandparent, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, niece, nephew or a person who resides in the employee's household for whose care the employee is responsible; one (1) day of paid leave in the event of the death of the employee's aunt, uncle or cousin, or any persons not named above. The Director of Food Services shall have the discretion to grant unpaid bereavement leave to extend the leave described above.

ARTICLE 11

TERM LIFE INSURANCE

Section 11 - Term Life Insurance. The District will provide group term life insurance coverage for employees in the amount stated in the Ralston Education Association negotiated agreement. Employees shall have the option to purchase additional insurance at their own expense as may be allowed by the term life insurance policy provisions.

ARTICLE 12

VISION EXAMINATIONS

Section 12.2 - Vision Examination. The District will pay up to Fifty Dollars (\$50) per employee for a vision examination every second year according to the rules and regulations of the District.

ARTICLE 13

DISABILITY INSURANCE

Section 13.1 - Disability. -The employee will pay the premium as a payroll deduction for participation in the long-term disability program. The Board will increase each employee's compensation by an amount equal to the employee's disability insurance. Employees will receive 66 2/3 percent disability insurance coverage based on the employee's salary.

Section 13.2 - Qualifications. Each employee shall be entitled to disability coverage beginning on the date when the employee has used all of his or her accumulated sick leave.

ARTICLE 14

ACTS IN VIOLATION OF LAWS OR ORDERS

Section 14.1 - Acts in Violation of Laws or Orders. Nothing in this agreement shall be construed to require either party to act in violation of any state or federal law or any presidential order. In the event such conditions should arise, this agreement should be considered modified to the extent necessary to comply with the law.

ARTICLE 15

Health Insurance

Section 15.1-Health Insurance. Under the provisions of the Affordable Care Act, all eligible employees will now be offered health insurance through the district's health insurance provider. Single Health insurance will be offered for all eligible employees at a rate of contribution not to exceed 9.5% of the employee's gross paycheck. Employees choosing the health insurance option will have a rate not to

exceed their hourly rate multiplied by 13 for their monthly deduction. This deduction will be made for the 10 pay periods of the employee's work year. Additionally, employees who choose may select additional health coverage at an additional premium, which is paid entirely by the employee.

SIGNATURES OF THE PARTIES

Dated this _____ day of _____, 2020-~~2022~~.

Dated this _____ day of _____, 2020-~~2022~~.

-

Jason Buckingham, Chief Negotiator
Ralston Board of Education

~~Steve Owens, President~~
~~Steve Rhys, Assistant Chief Steward~~
Service Employees International
Union, Local 226

APPENDIX I

For the ~~2020-2021~~ **2022-2023** contract year, all Managers and Assistant Managers will receive a ~~0.50-cent~~ **\$2.00 dollar per hour** raise. Kitchen Assistants will receive a ~~.50-cent~~ **\$2.00 per hour** raise.

APPENDIX

Entry Level Wage*

	2020-2021	2022-2023
<u>ELEMENTARY SCHOOL</u>		
Manager	14.60	17.10
Kitchen Asst.	12.45	14.95
<u>MIDDLE SCHOOL</u>		
Manager	15.60	18.10
Lead Cashier	12.90	15.40
Kitchen Asst.	12.45	14.95
<u>HIGH SCHOOL</u>		
Manager	15.90	18.40

Asst. Manager	14.60	17.10
Kitchen Asst.	12.45	14.95

~~For the 2021-2022 contract year, all Managers and Assistant Managers will receive a .50 cent raise. Kitchen Assistants will receive a .50 cent raise.~~

~~Entry Level Wage*~~

	2021-2022
<u>ELEMENTARY SCHOOL</u>	
Manager	15.10
Kitchen Asst.	12.95
<u>MIDDLE SCHOOL</u>	
Manager	16.10
Lead Cashier	13.40
Kitchen Asst.	12.95
<u>HIGH SCHOOL</u>	
Manager	16.40
Asst. Manager	15.10
Kitchen Asst.	12.95

*Actual starting salaries may be increased slightly at the discretion of the administration for employees who have applicable prior experience in the field.

Longevity Payments: Food Service employees will receive longevity increases starting with the new fiscal year after the 6th, 11th, 16th, 21st, and 26th anniversary of employment have been reached. The employee will receive an additional 30 cents per hour above their established hourly wage. This longevity bonus remains in effect each year until the next plateau is reached or until changed by Board Action. A break in service will nullify this benefit.

6-10 years - 30 cents
11-15 years - 30 cents
16-20 years - 30 cents

21-25 years - 30 cents
26+ years - 30 cents

APPENDIX II

Quarterly awards for perfect attendance will be reviewed during the month following the specific quarter outlined below. Payments will be made through the payroll process in June of each year. Quarters for food service employees are as follows:

Quarter 1 – July through September
Quarter 2 – October through December
Quarter 3 – January through February
Quarter 4 – March through May

To be eligible for quarterly awards, employees must be full time employees. Part-time employees will be paid on a pro-rated basis equal to their full-time equivalency (FTE).

**NEGOTIATED AGREEMENT
OPERATIONS AND MAINTENANCE DIVISION**

**Ralston Public Schools
and
Service Employees Local No. 226**

This agreement is made by and between the Board of Education of Ralston Public Schools, also known as Douglas County School District 0054 and hereinafter referred to as the Board or the District, and Service Employees International Union, Local Number 226, affiliated with the AFL-CIO and hereinafter referred to as the Union. The terms of this Agreement shall be in effect for a period commencing September 1, 2022 and ending August 31, 2023.

ARTICLE 1

RECOGNITION

Section 1.1 - Recognition of Union - The District recognizes the Union as the exclusive representative of “employees” as defined in Section 1.2 of this Agreement.

Section 1.2 - Definition of Employees - Whenever used in this Agreement, the term “employees” shall mean all full-time employees employed by the District as custodians, grounds personnel, maintenance personnel and delivery drivers, but excluding temporary personnel as defined in Section 1.4 of this Agreement.

Section 1.3 - Definition of Full-Time Employee - A full-time employee is an employee who is assigned work for forty (40) hours per workweek by the District but excludes temporary personnel as defined in Section 1.4.

Section 1.4 - Definition of Temporary Personnel - Temporary personnel are persons hired by the District who, prior to the commencement of work, have executed a written statement acknowledging employment as temporary personnel.

ARTICLE 2

MANAGEMENT RIGHTS

Section 2.1 - Retention of Managerial Prerogatives - Except as expressly modified or restricted by a specific provision of this Agreement, all statutory and inherent managerial rights, prerogatives and functions are retained and vested exclusively in the District, including, but not limited to, the rights, in accordance with its sole and exclusive judgment and discretion: to hire, reprimand, suspend, discharge or otherwise discipline employees; provided that any employee who is reprimanded, suspended or discharged shall be told the reason for the reprimand, suspension or discharge; to determine their qualifications and assign and direct

their work; to assign and require the completion of safety training, to promote, demote, transfer, lay off, and recall to work; to set the standards of the services to be rendered; to set the starting and quitting time and the number of hours and shifts to be worked; to use independent contractors to perform work or services; to subcontract or contract out the District's operations or any part thereof; to expand, reduce, alter, combine, transfer, assign or cease any job, or service; and to issue, amend and revise policies, rules, regulations and practices. The District's failure to exercise any right, prerogative or function hereby reserved to it, or the District's exercise of any such right, prerogative or function in a particular way, shall not be considered a waiver of the District's right to exercise such right, prerogative or function or preclude it from exercising the same in some other way not in conflict with the express provisions of this Agreement.

It is the duty and responsibility of the school district to provide adequate equipment and materials to service employees to perform the tasks expected of them on a daily basis. All building services employees shall communicate with their immediate supervisor if there is equipment and materials that are ineffective or in disrepair. It should also be understood that any equipment or materials that are unsafe shall be reported immediately.

ARTICLE 3

NONDISCRIMINATION

Section 3 – Nondiscrimination - The Board and Union agree that the hiring of employees shall be done without regard to race, color, national origin, religion, gender, disability, marital status, or participation or nonparticipation in the Union.

ARTICLE 4

CHECK OFF

Section 4.1 - Check Off - Upon receipt by the District of a check off authorization dated and executed by an employee, the District shall deduct the Union's membership dues for the month in which such deduction is made. The District will forward the monies so deducted to the Treasurer of the Union not later than the last day of the calendar month in which the deduction is made. The District shall deduct from an employee's wages only that amount of money that the employee has certified to the District, in writing, is the amount of dues to be withheld and paid to the Union. In the same manner, the District shall also withhold such amounts specified by the employee for contributions and such other purposes as are permitted by the Board.

Section 4.2 - Check Off Authorization Form - The District shall not deduct any monies from an employee's wages pursuant to Section 4.1 of this Agreement, unless the check off authorization executed by the employee conforms to the rules and regulations of the District.

Section 4.3 - Hold Harmless Provision - The Union shall save the District harmless against any and all claims, demands, suits, grievances or other liability that arise out of or by reason of actions by the District pursuant to this Article 4.

ARTICLE 5

GRIEVANCE PROCEDURE

Section 5.1 - Definition of Grievance - A grievance is an allegation by an employee or the Union that the District has violated an express provision of this Agreement.

Section 5.2 - Procedural Steps - The procedure for handling grievances shall be as set forth below.

Step 1 - Oral Notice to Immediate Supervisor - The grievant shall first take up the grievance by presenting it to his or her immediate supervisor within seven (7) days of the incident giving rise to the grievance.

Step 2 - Written Grievance to Supervisor of Building and Grounds - If the grievance is not satisfactorily adjusted within five (5) days from the meeting with the supervisor, the employee or the Union representative shall present the grievance in writing to the Supervisor of Buildings and Grounds or his or her designated representative.

The Supervisor of Buildings and Grounds or his or her designated representative shall, within ten (10) days from the day the written grievance was received, make a determination and submit his or her answer in writing to the grievant.

Step 3 - Written Appeal to the Superintendent of Schools - If the Supervisor of Buildings and Grounds or his or her designated representative does not satisfactorily settle the grievance within ten (10) days from the date it is presented to him or her, the employee or the Union may appeal the grievance to the Superintendent of Schools or his or her designated representative. Said appeal shall be presented, in writing, to the office of the Superintendent of Schools within twenty (20) days of the date that the grievance was presented to the Supervisor of Buildings and Grounds or ten (10) days after the determination made by the Supervisor of Buildings and Grounds, whichever date is later.

The Superintendent of Schools or a designated representative shall make a written determination regarding the grievance within thirty (30) days from the date it is presented to him.

Step 4 - Appeal to the Board of Education - If the determination of the

Superintendent of Schools is not satisfactory to the grievant, it may be appealed to the Board within thirty (30) days of the date of the Superintendent's decision. At its next regular meeting, the Board shall hear the grievance in open or closed session in accordance with the law, and the decision of the Board shall be rendered within thirty (30) days of the hearing.

Section 5.3 - Written Presentation - All grievances presented at Step 2 and subsequent steps of the procedure set forth in Section 5.2 of this Agreement shall set forth: the facts giving rise to the grievance; the provision(s) of the Agreement, if any, alleged to have been violated; the names of the aggrieved employee(s); and the remedy sought. All grievances at Step 2 and appeals at Step 3 and Step 4 of the procedure set forth in Section 5.2 of this Agreement shall be signed and dated by the aggrieved employee and/or his shop steward. All written answers submitted by the District shall be signed and dated by the appropriate District representative.

Section 5.4 - Time Limitations - The time limitations set forth in this Article 5 are of the essence of this Agreement. All references to days are to calendar days. No grievance shall be accepted by the District unless it is submitted or appealed within the time limits set forth in Section 5.2 of this Agreement. If the grievance is not timely submitted at Step 1 or Step 2, it shall be deemed waived. If the grievance is not timely appealed to Step 3, it shall be deemed to have been settled in accordance with the District's Step 2 answer. If the District fails to answer within the time limits set forth in Section 5.2 of this Agreement, the grievance shall automatically proceed to the next step.

ARTICLE 6

WAGES

Section 6.1 - Definition of "Designated Job Classification" - The job classification to which an employee is assigned at the time of initial employment shall be the employee's "designated job classification" and shall remain the employee's designated job classification unless the employee moves to another job classification.

Section 6.2 - Straight-Time Rate of Pay - Except as otherwise specified in this Agreement, an employee shall be paid the straight-time rate of pay for his designated job classification for all time for which the employee is entitled to compensation pursuant to a provision of this Agreement. The straight-time rate of pay for each job classification set forth in Appendix I hereto shall be the hourly rate specified for that job classification in Appendix I.

Section 6.3 - Overtime Rate of Pay - For all hours actually worked in excess of forty (40) hours in a workweek, except as hereinafter provided, an employee shall be paid one and one-half (1.5) times the straight-time rate of pay for that workweek, but premium pay shall not be pyramided. Hours worked per week shall include paid holidays and approved paid vacation.

Section 6.4- Call-Back Pay - An employee who is notified by the District to report for work at a time other than the employee's regularly scheduled starting time shall be entitled to a minimum of two (2) hours of work and shall perform such duties as the District assigns.

Section 6.5 - Compensatory Time - The District shall not assign compensatory time in lieu of paying overtime compensation, however an employee may request that compensatory time be granted in lieu of overtime pay.

Section 6.6- Flexible Time - Pursuant to Articles 2 and 8, the District reserves the right to schedule employees' work in the manner deemed to be in the best interest of the District, including the use of flex time (assignments of less than eight (8) hours in duration). However, the District will not use flex time to prevent an employee from earning overtime compensation. For example, if the District calls an employee in prior to the beginning of his or her assigned work hours for the day, the District may not require the employee to leave the shift early if school is in session unless the employee agrees to the early dismissal. On days when school is not in session, the District may require an employee who begins work prior to the beginning of his or her assigned work hours for the day to cease work at the conclusion of eight (8) hours work. During times of inclement weather, the district may require all custodians to be called in to perform snow removal. Some of these snow events may occur on times outside of the Monday-Friday work week. It is expected that each custodian arrive at their designated school to assist with snow removal.

Section 6.7- Uniforms - Each employee shall wear a clean well maintained uniform provided by the District. Each employee shall be entitled to five (5) shirts and three (3) pairs of slacks upon initial employment. The District will provide a new shirt or pair of slacks when the employee turns in an old, non-serviceable shirt or pair of slacks of the kind currently being used by the District. The District shall reimburse each employee \$19.45 per pair of jeans and \$27.00 per shirt. Each employee is responsible for the care and cleaning of his or her own uniforms.

ARTICLE 7

JOB OPENINGS

Section 7.1 - Job Openings - Job openings will be posted on the Union bulletin board and will be posted district-wide via email sent to all staff. The notice of the opening will describe the qualifications for the position, hours of work and wages. All employees covered by this Agreement may apply for the opening by submitting a written application to the District's Personnel Office. The District will consider all employee applicants and all other applicants to assure the selection of the best-qualified person for the position. The District will consider each applicant's skill, work experience, evaluations (for an applicant who is an employee of the District), and such other factors as are rationally related to the selection process. If, in the sole judgment of the District, the applicants' qualifications are equal, and one or more of the applicants are employees

of the District, the District will select the employee with the greatest seniority. Seniority shall be defined as an employee's total length of continuous full-time service, excluding leaves of absence, as a custodian, maintenance person, grounds person or driver. Any dispute regarding seniority shall be resolved by reference to the official records of the District.

Section 7.2 – Layoff - When the District finds it necessary to lay off employees because of a reduction in the work force generally or in a particular area, the District will consider the employees' skill, work experience, evaluations and such other factors as are rationally related to the selection process to assure that the best qualified persons are retained in employment. If, in the sole judgment of the District, the employees' skills, work experience, evaluations and other qualifications are equal, the District will reduce the employee(s) with the least seniority.

Section 7.3 – Recall - When recalling employees who have been laid off, the District shall offer reemployment first to the qualified person with the greatest seniority. If the person with the greatest seniority declines recall, reemployment shall be offered to the qualified person with the next greatest seniority until a person accepts reemployment or all persons decline recall. An employee who has been laid off shall have recall rights for a period of twenty-four (24) months following the date of the layoff.

ARTICLE 8

DUTY HOURS

Section 8.1 - Duty Hours - The District will provide all full-time employees covered by this agreement with forty (40) hours of employment per workweek, except when an employee's service is interrupted due to conditions beyond the control of the District. The Supervisor of Buildings and Grounds shall establish the duty hours of all employees and will endeavor to schedule each employee's workweek in five (5) eight-hour shifts but reserves the right to schedule the workweek as is deemed to be in the best interest of the District.

Section 8.2 - Lunch Hour and Breaks - The District will provide each employee with an unpaid lunch break of 30 minutes and two breaks of fifteen (15) minutes each during each eight (8) hour shift. The District shall endeavor to assure that the lunch break is uninterrupted; but both the Board and the Union recognize that emergencies will occur which may unavoidably interrupt the employee's breaks. All service employees must clock out prior to taking their lunch breaks and clock back in upon their return. The employee may leave the building during the lunch break.

ARTICLE 9

HOLIDAYS

Section 9.1 – Holidays - Employees shall be entitled to be paid for the following holidays. If any of the holidays fall on Saturday or Sunday, the holiday will be observed on a work day. The exact dates of the holidays noted below with an asterisk may be adjusted. The holiday calendar will be established by September 1 of each school year. The District Administration may on occasion adjust the Holiday calendar to maximize the time off for employees as well as optimize available work production schedules.

Fourth of July
Labor Day
Thanksgiving
Friday after Thanksgiving
*December 24
December 25
*December 31
January 1
Memorial Day
*Floating Holiday TBD each year

Section 9.2 - Manner of Payment - When any of the above holidays fall on the employee's regular work day and such employee does not work on that day, he or she shall receive eight (8) hours of straight-time pay; provided, however, that in order to be entitled to such holiday pay, an employee must have worked his or her normally scheduled hours on both his or her regularly scheduled work days immediately preceding the holiday and on his or her regularly scheduled work day immediately following the holiday, unless the employee has been excused by the District for reason of illness or other good reason.

ARTICLE 10

VACATIONS

Section 10.1 - Vacations - When calculating entitlement to vacation days, the starting date of employment will be used for determination of years of service, vacation time allotted will be adjusted on Sept. 1 of each year. From the original hire date through the second full year of employment, employees will be awarded one-half day (1/2) day of vacation for each month of employment up to a maximum of five (5) days. Employees employed more than two (2) full years, but fewer than eight (8) complete years will be entitled to two (2) weeks vacation - prorated to the employee's FTE status. Employees who begin their eighth (8th) year of employment will be entitled to three (3) weeks of vacation on September 1st following their anniversary date prorated to the employee's FTE status. Employees who begin their twenty first (21) year of will be entitled to four

(4) weeks of vacation on September 1st following their anniversary date prorated to the employee's FTE status. Employees may accumulate vacation up to six (6) weeks prorated to the employee's FTE status.

- 0-2 years – one (1) week
- 3-7 years - two (2) weeks
- 8 - 20 years - three (3) weeks
- 21 years or more - four (4) weeks

Section 10.2 - Times of Vacations - All vacation schedules are subject to supervisory approval.

ARTICLE 11

SICK LEAVE

Section 11.1 - Sick Leave - Employees will be awarded one (1) day of sick leave for each full month of employment up to a total of eighty (80) days. A full month of employment is defined as a month in which the employee works more than half of the workdays in the month. Sick leave days will not be credited to the sick leave accumulation of an employee who has accumulated eighty (80) sick leave days. After three consecutive days of absence, the School District administration may require the employee to submit a physician's written certification attesting to the employee's sickness or disability. An employee who calls in sick on days designated for snow removal may result in the district requesting a physician's written certification excusing the employee from snow removal on that day. Up to five (5) days of the employee's accumulated sick leave may be taken by the employee for the care for a sick spouse, children and/or the parents of the employee.

Section 11.2 – Unused Sick Leave – Upon leaving the district each employee shall be paid 50% of their hourly rate times the number of hours remaining in their sick leave bank upon separation of employment for up to eighty (80) days. An employee will be eligible for this program after they have completed eight (8) consecutive years of employment.

Section 11.3 – Perfect Attendance Compensation. Employees covered by this contract are eligible to earn \$40.00 (Forty) dollars per quarter for perfect attendance. Perfect attendance compensation will be recorded and accumulated annually and paid in September of each school year. A perfect attendance list will be published for inspection at the end of each quarter. Quarters are defined in Appendix II of this document. Use of personal days for this contract will count against earning perfect attendance.

ARTICLE 12

PERSONAL LEAVE

Section 12.1 - Paid Leave - One (1) day of Personal Leave (personal business that cannot be conducted outside of work time) will be granted to each employee. Staff may carry one Personal day forward at the end of the school year.

Section 12.2 – Requirements - An employee must submit a request for paid leave to the office of Director of Buildings and Grounds at least five (5) days prior to the date of the requested leave. The employee need not give a reason for the leave. The five (5) day requirement may be waived by the supervisor if the leave is based on an emergency and such notice would have been impossible or impractical. Paid leave may not be taken on the day preceding or following a vacation day or holiday.

Employees must have completed the 60-day probationary period to qualify for a personal leave day.

ARTICLE 13

BEREAVEMENT LEAVE

Section 13.1 - Bereavement Leave - An employee will be allowed five (5) days of Bereavement due to the death of a member of the employee's immediate family. Immediate family is defined as including parents, spouse, sister, brother, children, grandchildren and step-children and step-parents. Bereavement leave of (3) days is allowed for the death of a grandparent, in-laws, niece, nephew or person's who reside in the employee's household. Bereavement leave of (1) day is permissible for the death of an aunt, uncle, or cousin, or any persons not named above.

ARTICLE 14

HEALTH AND LIFE INSURANCE

Section 14.1 - Health Insurance - The Board will provide each full-time employee with \$1,050 deductible PPO Group Health Coverage including individual PPO dental insurance coverage (80% A and B with 50% C coverage). Employees qualifying and electing employee/spouse, employee/child or family coverage will pay a 5% per month premium. Employees are responsible for 100% of dental insurance costs beyond the offered individual PPO coverage.

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When two employees who are both working for the School District of Ralston are married to each other, one employee may elect to carry a family plan and one employee may elect to take the \$2,750 Pay-Flex account credit; however, both employees shall not be entitled to take paid health insurance coverage.

Section 14.4 - Term Life Insurance - The District will provide group term life insurance coverage for employees in the amount stated in the Ralston Education Association negotiated agreement. Employees shall have the option to purchase additional insurance at their own expense as may be allowed by the term life insurance policy provisions.

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Section 15.1 - Vision Examination - The District will pay up to Fifty Dollars (\$50) per employee for a vision examination every second year according to the rules and regulations of the District.

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ACTS IN VIOLATION OF LAWS OR ORDERS

Section 16.1 - Acts in Violation of Laws or Orders - Nothing in this agreement shall be construed to require either party to act in violation of any state or federal law or any presidential order. In the event such conditions should arise, this Agreement should be considered modified to the extent necessary to comply with the law.

ARTICLE 17

UNION BUSINESS

Section 17 - Union Business - Upon written application to the Superintendent of Schools, one officer or steward of the Union shall be permitted to be absent from work to attend the grievance hearing of an employee. At an employee's request and with the approval of the Supervisor of Buildings and Grounds, one officer or steward of the Union shall be given unpaid leave to participate in a discussion with the employee and his or her supervisor if the officer's or steward's absence would not interfere with the operating requirements of the District.

A Union officer or steward who is employed by the District shall clock out beginning when he or she ceases work to attend to union business and shall clock in upon resuming work. The officer or steward shall submit a written statement to the Supervisor of Buildings and Grounds or his or her designee specifying the amount of time that the officer or steward was away from work and that the absence was because of authorized Union business. Upon receipt of an invoice, the Union shall reimburse the District for all costs and expenses resulting from the absence of the officer or steward from his or her assigned duties including the wages with applicable taxes and fringe benefits paid or provided to the officer or steward as an employee of the District.

Union officers and stewards shall, on the employer's premises during non-working time, be entitled to investigate and process grievances, collect union dues, post printed matter on union bulletin boards and disseminate official union communications. As used herein, the term "non-working time" means the non-working time of the steward and any bargaining unit employee contacted.

SIGNATURES OF THE PARTIES

Dated the _____ day of _____ ,
2022.

Dated the _____ day of _____ ,
2022.

Jason Buckingham, Chief Negotiator
Ralston Board of Education

Steve Rys, Assistant Chief Steward
Service Employees International
Union, Local 226

APPENDIX 1

2022-2023

Custodian \$14.10

2022-2023 Wage Increase - For the 2022-2023 contract year, each employee will receive a \$2.00 (two dollar) per hour increase. The rates listed above reflect the base hiring rate for the 2022-2023 contract year(s). A custodian that works at night will receive a \$0.10 (ten cent) shift differential.

Should the health insurance package agreed to in this contract exceed a 10% increase for the 2022-2023 school year, either party has the right to re-open negotiations through written communication within 30 days from release of the 2022-2023 health insurance rates from the Educators Health Alliance.

Longevity Payment - Beginning in the fiscal year that follows the completion of an employee's fifth year of consecutive full-time employment, and each five years of consecutive full-time employment thereafter, an employee shall receive a longevity payment in the amount set forth below.

6 - 10 years - 15 cents

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APPENDIX II

Quarterly awards for perfect attendance will be reviewed during the month following the specific quarter outlined below. Payments will be made through the payroll process in September of each year. Quarters for service employees are as follows:

Quarter 1 – September through November

Quarter 2 – December through February

Quarter 3 – March through May

Quarter 4 – June through August

To be eligible for quarterly awards, employees must be full time employees. Part-time employees will be paid on a pro-rated basis equal to their full-time equivalency (FTE).

**NEGOTIATED AGREEMENT
OPERATIONS AND MAINTENANCE DIVISION**

**Ralston Public Schools
and
Service Employees Local No. 226**

This agreement is made by and between the Board of Education of Ralston Public Schools, also known as Douglas County School District 0054 and hereinafter referred to as the Board or the District, and Service Employees International Union, Local Number 226, affiliated with the AFL-CIO and hereinafter referred to as the Union. The terms of this Agreement shall be in effect for a period commencing ~~September 1, 2020~~ **September 1, 2022** and ending ~~August 31, 2022~~ **August 31, 2023**.

ARTICLE 1

RECOGNITION

Section 1.1 - Recognition of Union - The District recognizes the Union as the exclusive representative of “employees” as defined in Section 1.2 of this Agreement.

Section 1.2 - Definition of Employees - Whenever used in this Agreement, the term “employees” shall mean all full-time employees employed by the District as custodians, grounds personnel, maintenance personnel and delivery drivers, but excluding temporary personnel as defined in Section 1.4 of this Agreement.

Section 1.3 - Definition of Full-Time Employee - A full-time employee is an employee who is assigned work for forty (40) hours per workweek by the District but excludes temporary personnel as defined in Section 1.4.

Section 1.4 - Definition of Temporary Personnel - Temporary personnel are persons hired by the District who, prior to the commencement of work, have executed a written statement acknowledging employment as temporary personnel.

ARTICLE 2

MANAGEMENT RIGHTS

Section 2.1 - Retention of Managerial Prerogatives - Except as expressly modified or restricted by a specific provision of this Agreement, all statutory and inherent managerial rights, prerogatives and functions are retained and vested exclusively in the District, including, but not limited to, the rights, in accordance with its sole and exclusive judgment and discretion: to hire, reprimand, suspend, discharge or otherwise discipline employees; provided that any employee who is reprimanded, suspended or discharged shall be told the reason for the reprimand, suspension or discharge; to determine their qualifications and assign and direct

their work; to assign and require the completion of safety training, to promote, demote, transfer, lay off, and recall to work; to set the standards of the services to be rendered; to set the starting and quitting time and the number of hours and shifts to be worked; to use independent contractors to perform work or services; to subcontract or contract out the District's operations or any part thereof; to expand, reduce, alter, combine, transfer, assign or cease any job, or service; and to issue, amend and revise policies, rules, regulations and practices. The District's failure to exercise any right, prerogative or function hereby reserved to it, or the District's exercise of any such right, prerogative or function in a particular way, shall not be considered a waiver of the District's right to exercise such right, prerogative or function or preclude it from exercising the same in some other way not in conflict with the express provisions of this Agreement.

It is the duty and responsibility of the school district to provide adequate equipment and materials to service employees to perform the tasks expected of them on a daily basis. All building services employees shall communicate with their immediate supervisor if there is equipment and materials that are ineffective or in disrepair. It should also be understood that any equipment or materials that are unsafe shall be reported immediately.

ARTICLE 3

NONDISCRIMINATION

Section 3 – Nondiscrimination - The Board and Union agree that the hiring of employees shall be done without regard to race, color, national origin, religion, gender, disability, marital status, or participation or nonparticipation in the Union.

ARTICLE 4

CHECK OFF

Section 4.1 - Check Off - Upon receipt by the District of a check off authorization dated and executed by an employee, the District shall deduct the Union's membership dues for the month in which such deduction is made. The District will forward the monies so deducted to the Treasurer of the Union not later than the last day of the calendar month in which the deduction is made. The District shall deduct from an employee's wages only that amount of money that the employee has certified to the District, in writing, is the amount of dues to be withheld and paid to the Union. In the same manner, the District shall also withhold such amounts specified by the employee for contributions and such other purposes as are permitted by the Board.

Section 4.2 - Check Off Authorization Form - The District shall not deduct any monies from an employee's wages pursuant to Section 4.1 of this Agreement, unless the check off authorization executed by the employee conforms to the rules and regulations of the District.

Section 4.3 - Hold Harmless Provision - The Union shall save the District harmless against any and all claims, demands, suits, grievances or other liability that arise out of or by reason of actions by the District pursuant to this Article 4.

ARTICLE 5

GRIEVANCE PROCEDURE

Section 5.1 - Definition of Grievance - A grievance is an allegation by an employee or the Union that the District has violated an express provision of this Agreement.

Section 5.2 - Procedural Steps - The procedure for handling grievances shall be as set forth below.

Step 1 - Oral Notice to Immediate Supervisor - The grievant shall first take up the grievance by presenting it to his or her immediate supervisor within seven (7) days of the incident giving rise to the grievance.

Step 2 - Written Grievance to Supervisor of Building and Grounds - If the grievance is not satisfactorily adjusted within five (5) days from the meeting with the supervisor, the employee or the Union representative shall present the grievance in writing to the Supervisor of Buildings and Grounds or his or her designated representative.

The Supervisor of Buildings and Grounds or his or her designated representative shall, within ten (10) days from the day the written grievance was received, make a determination and submit his or her answer in writing to the grievant.

Step 3 - Written Appeal to the Superintendent of Schools - If the Supervisor of Buildings and Grounds or his or her designated representative does not satisfactorily settle the grievance within ten (10) days from the date it is presented to him or her, the employee or the Union may appeal the grievance to the Superintendent of Schools or his or her designated representative. Said appeal shall be presented, in writing, to the office of the Superintendent of Schools within twenty (20) days of the date that the grievance was presented to the Supervisor of Buildings and Grounds or ten (10) days after the determination made by the Supervisor of Buildings and Grounds, whichever date is later.

The Superintendent of Schools or a designated representative shall make a written determination regarding the grievance within thirty (30) days from the date it is presented to him.

Step 4 - Appeal to the Board of Education - If the determination of the

Superintendent of Schools is not satisfactory to the grievant, it may be appealed to the Board within thirty (30) days of the date of the Superintendent's decision. At its next regular meeting, the Board shall hear the grievance in open or closed session in accordance with the law, and the decision of the Board shall be rendered within thirty (30) days of the hearing.

Section 5.3 - Written Presentation - All grievances presented at Step 2 and subsequent steps of the procedure set forth in Section 5.2 of this Agreement shall set forth: the facts giving rise to the grievance; the provision(s) of the Agreement, if any, alleged to have been violated; the names of the aggrieved employee(s); and the remedy sought. All grievances at Step 2 and appeals at Step 3 and Step 4 of the procedure set forth in Section 5.2 of this Agreement shall be signed and dated by the aggrieved employee and/or his shop steward. All written answers submitted by the District shall be signed and dated by the appropriate District representative.

Section 5.4 - Time Limitations - The time limitations set forth in this Article 5 are of the essence of this Agreement. All references to days are to calendar days. No grievance shall be accepted by the District unless it is submitted or appealed within the time limits set forth in Section 5.2 of this Agreement. If the grievance is not timely submitted at Step 1 or Step 2, it shall be deemed waived. If the grievance is not timely appealed to Step 3, it shall be deemed to have been settled in accordance with the District's Step 2 answer. If the District fails to answer within the time limits set forth in Section 5.2 of this Agreement, the grievance shall automatically proceed to the next step.

ARTICLE 6

WAGES

Section 6.1 - Definition of "Designated Job Classification" - The job classification to which an employee is assigned at the time of initial employment shall be the employee's "designated job classification" and shall remain the employee's designated job classification unless the employee moves to another job classification.

Section 6.2 - Straight-Time Rate of Pay - Except as otherwise specified in this Agreement, an employee shall be paid the straight-time rate of pay for his designated job classification for all time for which the employee is entitled to compensation pursuant to a provision of this Agreement. The straight-time rate of pay for each job classification set forth in Appendix I hereto shall be the hourly rate specified for that job classification in Appendix I.

Section 6.3 - Overtime Rate of Pay - For all hours actually worked in excess of forty (40) hours in a workweek, except as hereinafter provided, an employee shall be paid one and one-half (1.5) times the straight-time rate of pay for that workweek, but premium pay shall not be pyramided. Hours worked per week shall include paid holidays and approved paid vacation.

Section 6.4- Call-Back Pay - An employee who is notified by the District to report for work at a time other than the employee's regularly scheduled starting time shall be entitled to a minimum of two (2) hours of work and shall perform such duties as the District assigns.

Section 6.5 - Compensatory Time - The District shall not assign compensatory time in lieu of paying overtime compensation, however an employee may request that compensatory time be granted in lieu of overtime pay.

Section 6.6- Flexible Time - Pursuant to Articles 2 and 8, the District reserves the right to schedule employees' work in the manner deemed to be in the best interest of the District, including the use of flex time (assignments of less than eight (8) hours in duration). However, the District will not use flex time to prevent an employee from earning overtime compensation. For example, if the District calls an employee in prior to the beginning of his or her assigned work hours for the day, the District may not require the employee to leave the shift early if school is in session unless the employee agrees to the early dismissal. On days when school is not in session, the District may require an employee who begins work prior to the beginning of his or her assigned work hours for the day to cease work at the conclusion of eight (8) hours work. During times of inclement weather, the district may require all custodians to be called in to perform snow removal. Some of these snow events may occur on times outside of the Monday-Friday work week. It is expected that each custodian arrive at their designated school to assist with snow removal.

Section 6.7- Uniforms - Each employee shall wear a clean well maintained uniform provided by the District. Each employee shall be entitled to five (5) shirts and three (3) pairs of slacks upon initial employment. The District will provide a new shirt or pair of slacks when the employee turns in an old, non-serviceable shirt or pair of slacks of the kind currently being used by the District. The District shall reimburse each employee \$19.45 per pair of jeans and \$27.00 per shirt. Each employee is responsible for the care and cleaning of his or her own uniforms.

ARTICLE 7

JOB OPENINGS

Section 7.1 - Job Openings - Job openings will be posted on the Union bulletin board and will be posted district-wide via email sent to all staff. The notice of the opening will describe the qualifications for the position, hours of work and wages. All employees covered by this Agreement may apply for the opening by submitting a written application to the District's Personnel Office. The District will consider all employee applicants and all other applicants to assure the selection of the best-qualified person for the position. The District will consider each applicant's skill, work experience, evaluations (for an applicant who is an employee of the District), and such other factors as are rationally related to the selection process. If, in the sole judgment of the District, the applicants' qualifications are equal, and one or more of the applicants are employees

of the District, the District will select the employee with the greatest seniority. Seniority shall be defined as an employee's total length of continuous full-time service, excluding leaves of absence, as a custodian, maintenance person, grounds person or driver. Any dispute regarding seniority shall be resolved by reference to the official records of the District.

Section 7.2 – Layoff - When the District finds it necessary to lay off employees because of a reduction in the work force generally or in a particular area, the District will consider the employees' skill, work experience, evaluations and such other factors as are rationally related to the selection process to assure that the best qualified persons are retained in employment. If, in the sole judgment of the District, the employees' skills, work experience, evaluations and other qualifications are equal, the District will reduce the employee(s) with the least seniority.

Section 7.3 – Recall - When recalling employees who have been laid off, the District shall offer reemployment first to the qualified person with the greatest seniority. If the person with the greatest seniority declines recall, reemployment shall be offered to the qualified person with the next greatest seniority until a person accepts reemployment or all persons decline recall. An employee who has been laid off shall have recall rights for a period of twenty-four (24) months following the date of the layoff.

ARTICLE 8

DUTY HOURS

Section 8.1 - Duty Hours - The District will provide all full-time employees covered by this agreement with forty (40) hours of employment per workweek, except when an employee's service is interrupted due to conditions beyond the control of the District. The Supervisor of Buildings and Grounds shall establish the duty hours of all employees and will endeavor to schedule each employee's workweek in five (5) eight-hour shifts but reserves the right to schedule the workweek as is deemed to be in the best interest of the District.

Section 8.2 - Lunch Hour and Breaks - The District will provide each employee with an unpaid lunch break of 30 minutes and two breaks of fifteen (15) minutes each during each eight (8) hour shift. The District shall endeavor to assure that the lunch break is uninterrupted; but both the Board and the Union recognize that emergencies will occur which may unavoidably interrupt the employee's breaks. All service employees must clock out prior to taking their lunch breaks and clock back in upon their return. The employee may leave the building during the lunch break.

ARTICLE 9

HOLIDAYS

Section 9.1 – Holidays - Employees shall be entitled to be paid for the following holidays. If any of the holidays fall on Saturday or Sunday, the holiday will be observed on a work day. The exact dates of the holidays noted below with an asterisk may be adjusted. The holiday calendar will be established by September 1 of each school year. The District Administration may on occasion adjust the Holiday calendar to maximize the time off for employees as well as optimize available work production schedules.

Fourth of July
Labor Day
Thanksgiving
Friday after Thanksgiving
*December 24
December 25
*December 31
January 1
Memorial Day
*Floating Holiday TBD each year

Section 9.2 - Manner of Payment - When any of the above holidays fall on the employee's regular work day and such employee does not work on that day, he or she shall receive eight (8) hours of straight-time pay; provided, however, that in order to be entitled to such holiday pay, an employee must have worked his or her normally scheduled hours on both his or her regularly scheduled work days immediately preceding the holiday and on his or her regularly scheduled work day immediately following the holiday, unless the employee has been excused by the District for reason of illness or other good reason.

ARTICLE 10

VACATIONS

Section 10.1 - Vacations - When calculating entitlement to vacation days, the starting date of employment will be used for determination of years of service, vacation time allotted will be adjusted on Sept. 1 of each year. From the original hire date through the second full year of employment, employees will be awarded one-half day (1/2) day of vacation for each month of employment up to a maximum of five (5) days. Employees employed more than two (2) full years, but fewer than eight (8) complete years will be entitled to two (2) weeks vacation - prorated to the employee's FTE status. Employees who begin their eighth (8th) year of employment will be entitled to three (3) weeks of vacation on September 1st following their anniversary date prorated to the employee's FTE status. Employees who begin their twenty first (21) year of will be entitled to four

(4) weeks of vacation on September 1st following their anniversary date prorated to the employee's FTE status. Employees may accumulate vacation up to six (6) weeks prorated to the employee's FTE status.

- 0-2 years – one (1) week
- 3-7 years - two (2) weeks
- 8 - 20 years - three (3) weeks
- 21 years or more - four (4) weeks

Section 10.2 - Times of Vacations - All vacation schedules are subject to supervisory approval.

ARTICLE 11

SICK LEAVE

Section 11.1 - Sick Leave - Employees will be awarded one (1) day of sick leave for each full month of employment up to a total of eighty (80) days. A full month of employment is defined as a month in which the employee works more than half of the workdays in the month. Sick leave days will not be credited to the sick leave accumulation of an employee who has accumulated eighty (80) sick leave days. After three consecutive days of absence, the School District administration may require the employee to submit a physician's written certification attesting to the employee's sickness or disability. An employee who calls in sick on days designated for snow removal may result in the district requesting a physician's written certification excusing the employee from snow removal on that day. Up to five (5) days of the employee's accumulated sick leave may be taken by the employee for the care for a sick spouse, children and/or the parents of the employee.

Section 11.2 – Unused Sick Leave – Upon leaving the district each employee shall be paid 50% of their hourly rate times the number of hours remaining in their sick leave bank upon separation of employment for up to eighty (80) days. An employee will be eligible for this program after they have completed eight (8) consecutive years of employment.

Section 11.3 – Perfect Attendance Compensation. Employees covered by this contract are eligible to earn \$40.00 (Forty) dollars per quarter for perfect attendance. Perfect attendance compensation will be recorded and accumulated annually and paid in September of each school year. A perfect attendance list will be published for inspection at the end of each quarter. Quarters are defined in Appendix II of this document. Use of personal days for this contract will count against earning perfect attendance.

ARTICLE 12

PERSONAL LEAVE

Section 12.1 - Paid Leave - One (1) day of Personal Leave (personal business that cannot be conducted outside of work time) will be granted to each employee. Staff may carry one Personal day forward at the end of the school year.

Section 12.2 – Requirements - An employee must submit a request for paid leave to the office of Director of Buildings and Grounds at least five (5) days prior to the date of the requested leave. The employee need not give a reason for the leave. The five (5) day requirement may be waived by the supervisor if the leave is based on an emergency and such notice would have been impossible or impractical. Paid leave may not be taken on the day preceding or following a vacation day or holiday.

Employees must have completed the 60-day probationary period to qualify for a personal leave day.

ARTICLE 13

BEREAVEMENT LEAVE

Section 13.1 - Bereavement Leave - An employee will be allowed five (5) days of Bereavement due to the death of a member of the employee's immediate family. Immediate family is defined as including parents, spouse, sister, brother, children, grandchildren and step-children and step-parents. Bereavement leave of (3) days is allowed for the death of a grandparent, in-laws, niece, nephew or person's who reside in the employee's household. Bereavement leave of (1) day is permissible for the death of an aunt, uncle, or cousin, or any persons not named above.

ARTICLE 14

HEALTH AND LIFE INSURANCE

Section 14.1 - Health Insurance - The Board will provide each full-time employee with \$1,050 deductible PPO Group Health Coverage including individual PPO dental insurance coverage (80% A and B with 50% C coverage). Employees qualifying and electing **employee/spouse, employee/child or family coverage** will pay a 5% per month premium. **Employees are responsible for 100% of dental insurance costs beyond the offered individual PPO coverage.**

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Union officers and stewards shall, on the employer's premises during non-working time, be entitled to investigate and process grievances, collect union dues, post printed matter on union bulletin boards and disseminate official union communications. As used herein, the term "non-working time" means the non-working time of the steward and any bargaining unit employee contacted.

SIGNATURES OF THE PARTIES

Jason Buckingham, Chief Negotiator

Steve Owens, President
Steve Rys, Assistant Chief Steward
Service Employees International
Union, Local 226

APPENDIX 1

~~2020-2022~~ 2022-2023

Custodian \$13.70 14.10

~~2020-2021~~ 2022-2023 Wage Increase - For the ~~2020-2021~~ 2022-2023 contract year, each employee will receive a ~~\$1.40 (40 cents)~~ \$2.00 (two dollar) per hour increase. The rates listed above reflect the base hiring rate for the ~~2020-2021~~ 2022-2023 contract year(s). ~~Base hiring rates for 2021-2022 will increase by \$0.40 (40 cents) to \$14.10 per hour.~~ A custodian that works at night will receive a \$0.10 (ten cent) shift differential.

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Excavation Bids for Mockingbird Elementary Project

Fucinaro \$739,710

Fager. \$788,075

New Era \$850,000. Missing scope of work document

Heimes \$1,138,000 Missing scope of work document

**SECTION 31 20 00
EARTHWORK**

PART 1 GENERAL

1.01 DESCRIPTION

- A. This section covers excavation, trenching, cutting, filling, backfilling, overexcavation & recompaction and related work for construction. Refer to the full Geotechnical Engineering Report prepared for this project included under Specification Section 00 31 32 - Geotechnical Data for additional information.

1.02 RELATED WORK SPECIFIED ELSEWHERE

- A. Section 00 31 32 - Geotechnical Data.

1.03 PROTECTION

- A. Utility Removal: Before the Sub-Contractor begins his/her grading operations, he/she shall coordinate with the CMaR/General Contractor to assure that the owners of any underground and overhead utilities which may be on or in close proximity to the grading areas have been contacted, and have arranged for the necessary disconnection of these utilities in accord with the regulations of the utility company concerned. The Sub-Contractor shall take such measures as the Architect/Engineer may direct in properly protecting utilities which are scheduled to remain throughout the period when his/her grading operations are in progress. Whenever and wherever disconnection and removal operations are undertaken by the Mechanical or Electrical Subcontractors, or the owners of the utilities, the Sub-Contractor shall cooperate to the extent that ample protection of their work will be provided, so that the entire work as contemplated be expedited to the best interests of all concerned, as judged by the Architect/Engineer. Known existing abandoned utility lines shall not be allowed to remain under the building or under areas less than 5-feet outside the building line regardless of the depth of the lines. They shall not be allowed to remain under paving and walk areas and nonpaved areas where the utility will be less than 3-feet below finish grade. Where abandoned utilities are required to be removed, they shall be totally removed, and the excavations backfilled and compacted as specified elsewhere in this Section.
- B. Protection of Existing Service Lines and Utility Structures: The existing service lines and utility structures which are scheduled to remain and which are shown or indicated on the Drawings, the location of which is known to the Sub-Contractor prior to excavation or construction of fills and embankments, shall be protected and safeguarded from damage during grading operations, and, if damaged, shall be repaired by the Sub-Contractor at his/her expense. The above provisions are applicable to all service lines and utility structures, all or any portion of which protrudes above the original ground surface or lies beneath the ground surface within the grading area.
- C. Protection of Existing Site Features: The Sub-Contractor shall guard against, and be responsible for, movement, settlement, and collapse of existing site features including but not limited to the existing building structures, sidewalks, monument signs, street passages, and aboveground and underground utilities. The Sub-Contractor shall repair damage done to the Owner's property and other property, on or off premises, by reason of required work.
- D. Provide for surface drainage during the period of construction in a manner that will protect newly graded and adjacent areas. At all times, maintain positive drainage away from the building area.
- E. Protect all excavations within the area of construction from the action of the elements. Keep all excavations free of water at all times during the entire progress of construction, regardless of the cause, source, or nature of the water. Temporarily grade away from excavated areas to prevent excessive moisture from penetrating at those areas.
- F. All areas of the site which are regraded as shown on the Drawings shall be finished graded to the profile shown on the Drawings.
- G. Erosion Control: Every precaution and temporary measure shall be taken, such as temporary seeding or temporary grading to prevent damage from erosion of freshly graded areas. This

shall apply to damage to newly graded areas within the site and damage to adjacent properties by eroded materials. Comply with all codes and ordinances regarding erosion control requirements.

- H. Adjoining Streets and Roads: The Sub-Contractor shall prevent excessive dirt from depositing on adjacent roads and streets. In the event that dirt gathers on adjacent roads and streets contractor shall clean streets, removing dirt and soil.
- I. Care of Trees to Remain: The Sub-Contractor shall exercise all possible care to prevent damage to roots and other members of trees scheduled to remain. Do not grade or strip vegetation off of the ground surface at areas inside tree protection fencing shown on the plans until the time of finish grading. Grading within those areas shall be accomplished with small equipment or by hand rather than large equipment.
- J. Sub-Contractor shall install barricades and/or temporary fencing during excavation and earthwork as required for public safety.
- K. Subsurface Investigations: A Geotechnical Engineering Report has been created for this project. Refer to Section 00 31 32 - Geotechnical Data for a full copy of this report. The Sub-Contractor shall thoroughly familiarize himself/herself with this report and adhere to its recommendations.

PART 2 PRODUCTS

2.01 GENERAL STRUCTURAL FILL COMPOSITION REQUIREMENTS

- A. All fill and backfill material under new building and paving areas, and within 5-feet of the edge of building and 2 feet of the edge of paving, shall be USCS Classification CL, clean, inorganic low plasticity cohesive materials with a liquid limit less than 45 and a plasticity index between 10 and 20 and approved by the Testing Laboratory. The excavated site soils will generally be suitable for reuse as structural fill, although some moisture conditioning may be required. Refer to the geotechnical report in Section 00 31 32 - Geotechnical Data for information regarding fill material, compaction and placement requirements.
- B. Granular Fill: The top 4-inches minimum of fill under slabs-on-grade, unless otherwise noted, and at other locations noted on the Drawings, shall be a granular material which is pervious, which will prevent capillary action, and which conforms to the following requirements:
 - 1. USGS Classification SP, SW, GW
 - 2. Well graded, crushed stone or crushed concrete, containing 100 percent passing the 1-inch sieve, less than about 40 percent passing the No. 40 sieve, and less than 5 percent passing the No. 200 sieve.
 - 3. The Testing Agency shall review gradations of proposed materials and perform necessary tests as may be required.
- C. Extensive additional depths of granular fill use in lieu of compacted earth will not be permitted. Granular fill may not be used as backfill around underground and underslab utilities.
- D. Granular Working Layer and Drainage Fill: See geotechnical report for all requirements.

PART 3 EXECUTION

3.01 PREPARATION

- A. Completely remove stumps, roots, brush, etc., as noted in the geotechnical report.
- B. Coordinate with the mechanical and electrical subcontractors to assure that they have notified the utility companies which have utilities that interfere with construction, and have arranged for their disconnection.

3.02 GENERAL EXCAVATION AND FILLING REQUIREMENTS

- A. General: Excavate to the lines and grades indicated on the Drawings and specified hereinafter. During construction, excavation shall be performed in a manner and sequence that will provide drainage at all times. All areas under and within 5-feet of building and 2-feet of paving areas which are disturbed shall also be inspected by the Testing Laboratory before the fill is placed.
- B. Fills and embankments shall be constructed at locations and to lines and grades indicated on the Drawings. Completed surfaces shall correspond to the shape of the typical sections shown

on the Drawings, or shall meet the requirements of the particular case.

- C. Finished Excavations and Embankments: Uniformly smooth grading of all areas covered by the Project, including excavations, embankments and adjacent transition areas shall be accomplished. Finished surface shall be reasonably smooth, compacted, and free from irregular surface changes. All swales shall be finished so as to drain readily. Construction debris shall not be present to any significant extent in the final finish grade. This latter requirement will be strictly enforced.
- D. Soils in the building areas, and within 20-feet of the building perimeter, shall be protected against moisture content increase throughout the construction period. Footing and utility excavations shall be exposed for as short a time as practical, and, if water enters the excavations, the softened soils shall be removed completely before footings and utilities are placed. All swales shall be kept a minimum of 20-feet away from exterior walls.
- E. All excavation work shall be completed in accord with OSHA Standards. All excavations shall have safe back-slopes or bracing. Where safe back-slopes cannot be provided, properly designed bracing shall be installed.

3.03 TRENCH EXCAVATION

- A. Trenches included in the building shall be carefully excavated, maintaining a minimum width and in no way impairing the bearing value of footings and foundations.
- B. Trenches shall be excavated and backfilled in accordance with the Geotechnical Report.

3.04 FOOTING EXCAVATION

- A. Cut excavations for footings vertically from the widest part of the footing. Undercutting for footing projections will not be permitted.
- B. Surface water shall not be allowed to stand in footing excavations, and all water shall be removed immediately. Soil that inadvertently becomes wet must be removed prior to the placement of footing construction. This is important because the existing on-site soils are of a type which tend to lose their bearing capacity if wetted.
- C. Pour footings immediately after excavation for footings is completed and inspected. The last 4-inches to 6-inches of subsoil shall not be removed until preparations are complete for pouring footings. Concrete for footings which bear on earth shall be placed on undisturbed soil and/or compacted fill. When footings are inadvertently over-excavated below elevations shown on the Drawings, the footings shall be filled to the proper level with concrete.

3.05 SLAB-ON-GRADE

- A. Granular fill for slab-on-grade shall be placed in uniform depths and compacted by vibratory hand-held compaction equipment or other approved means until complying with the compaction requirements for granular fill.

3.06 BACKFILLING

- A. Support walls laterally while the fill and backfill is placed and compacted against walls and until all permanent lateral support is in place.
- B. Place backfill for structures in horizontal uniform layers not to exceed 8-inches loose lifts. Bring each layer up uniformly on all sides of the structure and thoroughly compact using pneumatic compaction or other methods as approved by the Geotechnical Engineer.

3.07 COMPACTION REQUIREMENTS

- A. All fill and backfill shall be wetted or dried by aeration, and then compacted to the following percentage of maximum density, at a moisture content within the limits specified above or below optimum moisture content, as determined by testing Procedure ASTM D698 (Standard Proctor), unless otherwise specified. These compaction requirements shall also apply to all utility trenches in the respective areas.
- B.

Percent Above or Below	Percent of Optimum
Material	Maximum Density
Moisture Content	

(See detailed information in Geotechnical Engineering Report Section 00 31 32)

1. Interior & Trench Backfill: 95 percent minimum -3 to +4 percent
2. Structural Fill: 95 percent minimum -3 to +4 percent
3. Floor Slab Subgrade 95 percent minimum -3 to +4 percent
Upper 6-inches of subgrade
4. Pavement Subgrade 90 percent minimum -3 to +4 percent
Upper 12-inches of subgrade
5. All fill shall be placed and compacted as structural fill. Fill should be placed in thin lifts not to exceed 8-inches loose thickness.

3.08 GEOTECHNICAL OVERVIEW

- A. Subsurface Investigations: A Geotechnical Engineering Report has been created for this project. Refer to Section 00 31 32 - Geotechnical Data for a full copy of this report. The Sub-Contractor shall thoroughly familiarize himself/herself with this report and adhere to its recommendations. Select items are highlighted below.
- B. Undercut the lower level finished floor subgrade by 18-inches and replace fat clay material with moisture conditioned lean clay fills. Additional discussion and recommendations related to the existing fat clay soils are presented in "Expansive Soils" of the Geotechnical Report included in Section 00 31 32 - Geotechnical Data .
- C. Intermediate Foundations / Rammed Aggregate Piers are being provided to support the building foundations per the Geotechnical Report included in Section 00 31 32 - Geotechnical Data.
- D. Topsoil and vegetation should be stripped to a depth of 4 to 6 inches in areas to be disturbed during grading, including borrow and fill areas. Stripping depths will likely vary and should be adjusted to remove all vegetation and root systems, as discussed in "Earthwork and Excavations" section of the Geotechnical Report included in Section 00 31 32 - Geotechnical Data .
- E. At floor slabs, the upper 6 inches of the subgrade and any interior plumbing trenches should be compacted per the Geotechnical Report requirements. Recommendations for design and installation are presented in "Floor Slabs" of the Geotechnical Report included in Section 00 31 32 - Geotechnical Data .
- F. Pavement final subgrade should be reworked and compacted immediately prior to pavement construction. The subgrade should then be proof rolled, and any unstable areas should be excavated and replaced to create a uniform and stable subgrade. Additional recommendations for design and construction are presented in "Pavements" of the Geotechnical Report included in Section 00 31 32 - Geotechnical Data.
- G. Positive surface drainage away from structures must be maintained at all times.
- H. Construction staging and grading should provide for removal of surface water from the site. If prolonged ponding of surface water occurs, removal and replacement of wet or disturbed soils may be necessary. Temporary grades should be established to prevent runoff from entering excavations or footing trenches. Backfill should be placed as soon as structural strength requirements are met, and should be graded to drain away from the building.

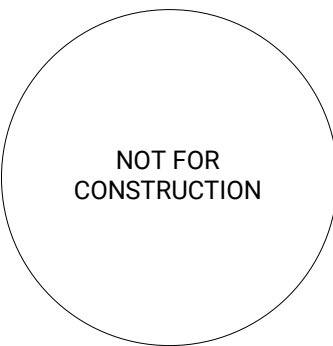
3.09 QUALITY CONTROL

- A. Testing Laboratory: See Section 01 40 00 - Quality Requirements.
- B. Testing: Testing Laboratory will take the number of tests required to determine the specified compaction. Fill and backfill not meeting the required compaction, as determined by the Testing Laboratory, shall be removed, replaced, recompact, and retested at the expense of the Contractor. All footing excavations shall be inspected before concrete is placed.
- C. Inspection: See references earlier in this Section and within the Geotechnical Engineering Report for specific inspections that the Geotechnical Engineer shall make.
- D. Unexpected Conditions: Notify the Testing Laboratory if conditions are uncovered which appear to be questionable as far as soil bearing capacity is concerned.

END OF SECTION

COORDINATING PROFESSIONAL

I, JAMIE WIETFELD, AM THE COORDINATING PROFESSIONAL ON THE MOCKINGBIRD ELEMENTARY SCHOOL PROJECT.



PROJECT TEAM

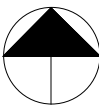
OWNER: Ralston Public Schools 8545 Park Dr. Omaha, NE 68127 Phone: (402) 331-4700 Fax: (402) 331-4843	ARCHITECT: BCDM Architects 1015 North 98th Street, Suite 300 Omaha, NE 68114 Phone: (402) 391-2211 Fax: (402) 391-8721	CONSTRUCTION MANAGER: THE WEITZ COMPANY 8715 South 121st Street Omaha, NE 68126 Phone: (402) 592-7000 Fax: (402) 592-0015
MECHANICAL AND ELECTRICAL ENGINEER: ALVINE ENGINEERING 1201 Cass Street Omaha, NE 68102 Phone: (402) 346-7007 Fax: (402) 346-9576	STRUCTURAL ENGINEER: PERFORMANCE ENGINEERING 11811 Fort Stree #104 Omaha, NE 68164 Phone: (402) 343-3960	CIVIL ENGINEER: LAMP RYNEARSON 14710 West Dodge Road, Suit 100 Omaha, NE 68154 Phone: (402) 496-2498 Fax: (402) 496-2730
SURVEYOR: LAMP RYNEARSON 14710 West Dodge Road, Suit 100 Omaha, NE 68154 Phone: (402) 496-2498 Fax: (402) 496-2730	GEOTECHNICAL ENGINEER: THIELE GEOTECH, INC. 13478 Chandler Road Omaha, NE 68138-3716 Phone: (402) 556-2171 Fax: (402) 556-7831	FOOD SERVICE: ALVINE ENGINEERING 1201 Cass Street Omaha, NE 68102 Phone: (402) 346-7007 Fax: (402) 346-9576

CODES:

2018 International Building Code
2018 Omaha Plumbing Code
Chapter 40 Omaha Municipal Code
2012 International Mechanical Code
2017 National Electrical Code
2012 International Fire Code
2012 NFPA 101 Life Safety Code
2018 International Energy Conservation Code
2010 ADA Standards for Accessible Design
ICC/ANSI A117.1 Accessible and Usage Buildings and Facilities
Nebraska Accessibility Guidelines (NAG)

PROJECT ADDRESS:
5100 S 93RD ST, OMAHA, NE 68127

PROJECT LOCATION



VICINITY MAP

NOT TO SCALE

MOCKINGBIRD ELEMENTARY SCHOOL
GRADING & GEOPIER PACKAGE

5100 S 93RD ST, OMAHA, NE 68127

BCDM NO: 5410-02

SCHEDULE OF DRAWINGS

GENERAL

G0-00 COVER SHEET

CIVIL / LANDSCAPE

C0-0 CIVIL LEGEND

C0-1 ORIGINAL TOPOGRAPHIC SURVEY - FOR INFORMATIONAL PURPOSES ONLY
C1-1 ZONING COMPLIANCE PLAN
C1-3 STORMWATER POLLUTION PREVENTAION PLAN
C1-4 GRADING PLAN
C1-5 GRADING AND SWPPP NOTES

STRUCTURAL

S1-0A FOUNDATION PLAN - AREA 'A'
S1-0B FOUNDATION PLAN - AREA 'B'
S1-0C FOUNDATION PLAN - AREA 'C'



PROJECT TEAM

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CIVIL ENGINEER

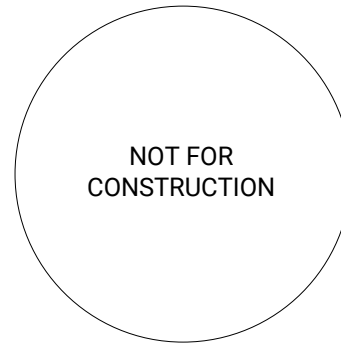
LAMP RYNEARSON
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MECHANICAL + ELECTRICAL ENGINEER

ALVINE ENGINEERING
1201 Cass Street
Omaha, NE 68102



#	Description	Date
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MOCKINGBIRD
ELEMENTARY
SCHOOL
GRADING &
GEOPIER
PACKAGE

5100 S 93RD ST, OMAHA,
NE 68127

RALSTON PUBLIC
SCHOOLS

COVER SHEET

G0-00

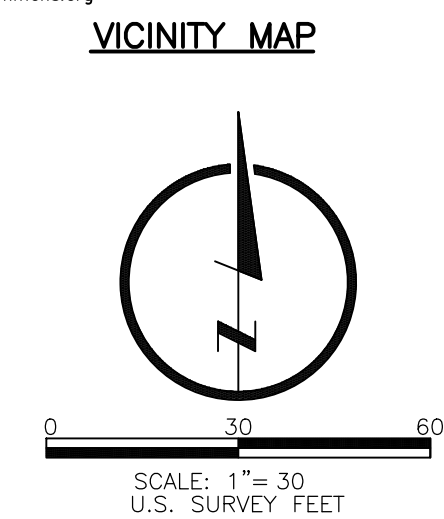
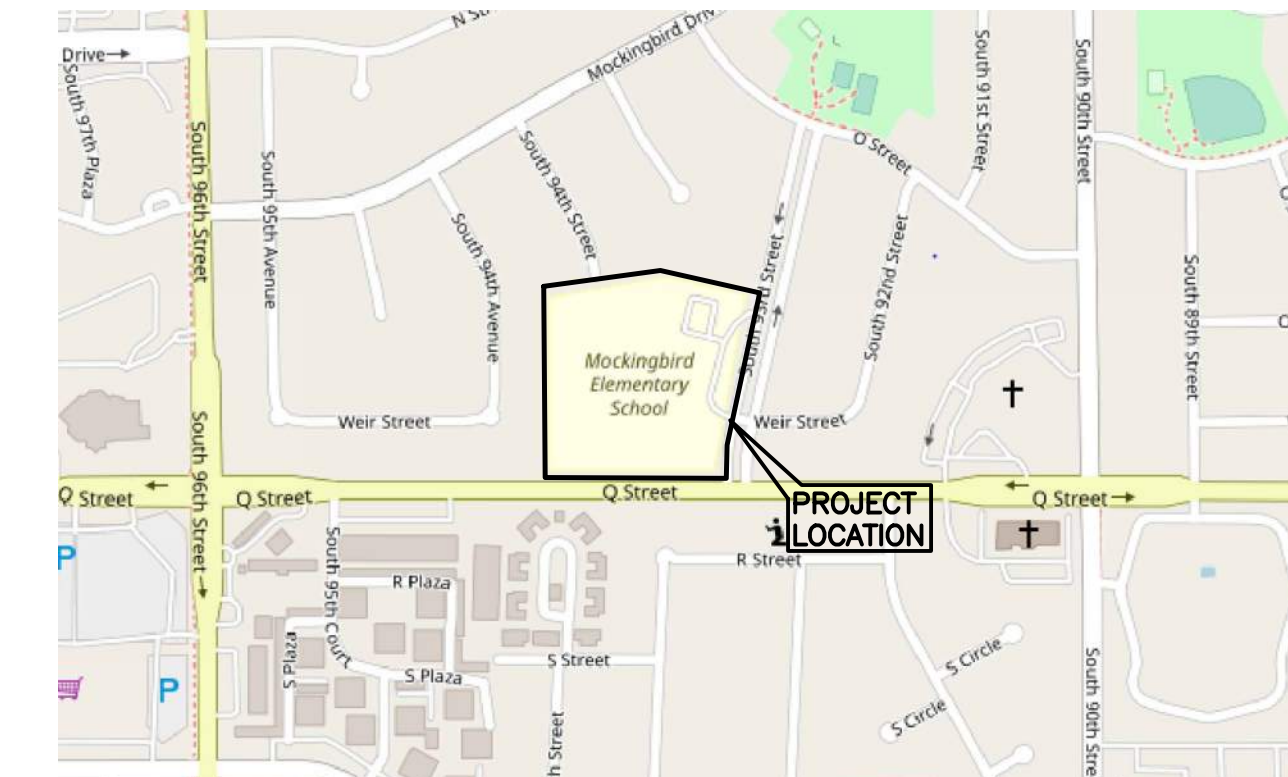
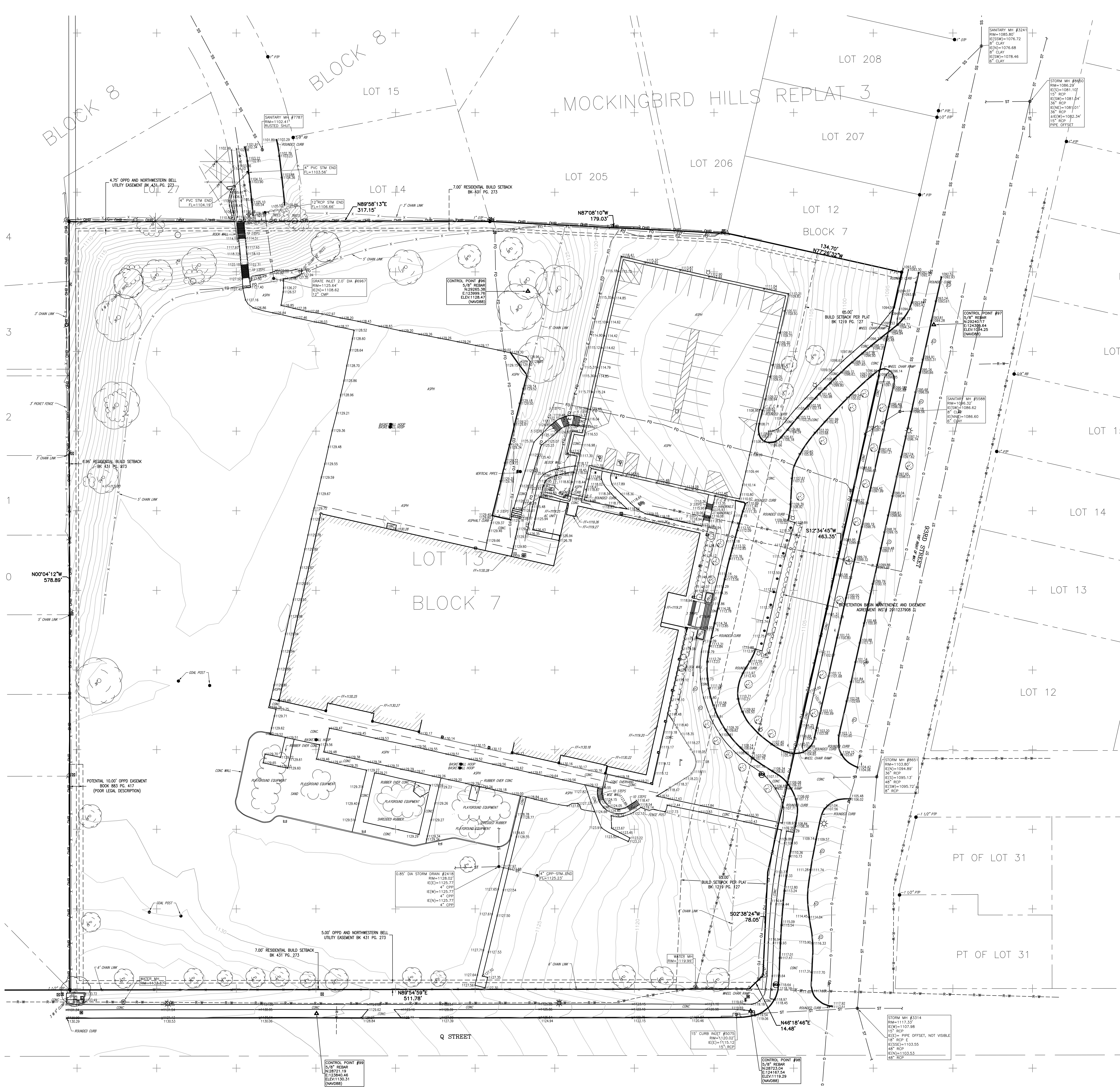
GRADING & GEOPIER PACKAGE
BCDM NO. 5410-02
MAY 6, 2022

<

CONTOUR	
FUTURE CONTOUR	
EXISTING CONTOUR	
WETLANDS AREA NOT TO BE DISTURBED	
FILL AREA	
STABILIZED ACCESS ROAD	
VEGETATED BUFFER STRIP	
SPOT ELEVATION	
LIMITS OF DISTURBED AREA	
FLOOD PLAIN	

PAVEMENT	
PCC CURB AND GUTTER	
RETAINING WALL	
X" PCC PAVEMENT	
ASPHALT PAVEMENT	
SIDEWALK PAVEMENT	
PAVING BARRICADE	
BUILDING	
PARKING STALL COUNT	
FLOW LINE	
JOINT A	
JOINT B	
JOINT D	
JOINT E	
JOINT F	
JOINT G	
JOINT H	
JOINT JLC-K	
JOINT JUH-S	

GENERAL ABBREVIATIONS			
ADA	AMERICANS WITH DISABILITIES ACT	(R)	RECORD DIMENSION
ASPH	ASPHALT	RB	REBAR
BC	BACK OF CURB	RCP	REINFORCED CONCRETE PIPE
BOSW	BACK OF WALK	ROW	RIGHT OF WAY
BP	BOTTOM OF PIPE	S	SOUTH
BW	BOTTOM OF WALL	SF	SQUARE FEET
(C)	COMPUTED DIMENSION	SS	SANITARY SEWER
CATV	CABLE TELEVISION	ST	STORM
CF	CUBIC FOOT	STA	STATION
CL	CENTERLINE	STD	STANDARD
CMP	CORRUGATED METAL PIPE	SW	SIDEWALK
CONC	CONCRETE	T	TELEPHONE
CP	CONTROL POINT	TC	TOP OF CURB
CPP	CORRUGATED PLASTIC PIPE	TOF	TOP OF FOUNDATION
CY	CUBIC YARD	TOG	TOP OF GRADE
DIA	DIAMETER	TOI	TOP OF ISLAND
DIP	DUCTILE IRON PIPE	TP	TOP OF PAVEMENT
E	EAST	TS	TOP OF SLAB
ELEV	ELEVATION	TW	TOP OF WALL
EOG	EDGE OF GRAVEL	TYP.	TYPICAL
FES	FLARED END SECTION	VERT	VERTICAL
FF	FINISH FLOOR ELEVATION	W	WEST
FG	FINISHED GRADE	WOCV	WATER QUALITY CAPTURE VOLUME
FH	FIRE HYDRANT	YPC	YELLOW PLASTIC CAP
FL	FLOWLINE	TP	TOP OF PAVEMENT
G	GUTTER	TS	TOP OF SLAB
GB	GRADE BREAK	TW	TOP OF WALL
HP/LP	HIGH POINT/LOW POINT	TYP.	TYPICAL
HORIZ	HORIZONTAL	VERT	VERTICAL
HPC	HORIZONTAL POINT OF CURVATURE		
HPI	HORIZONTAL POINT OF INTERSECTION		
HPT	HORIZONTAL POINT OF TANGENCY		
HPCC	HORIZONTAL POINT OF COMPOUND CURVATURE		
HPRC	HORIZONTAL POINT OF REVERSE CURVATURE		
IE	INVERT ELEVATION		
LF	LINEAR FEET		
(M)	MEASURED DIMENSION		
MH	MANHOLE		
ME	MATCH EXISTING		
N	NORTH		
N.T.S.	NOT TO SCALE		
OT	OPEN TOP PIPE		
(P)	PLAT DIMENSION		
PL	PROPERTY LINE		
PT	PINCHED TOP PIPE		
P.V.C.	POLYVINYL CHLORIDE		
PVC	POINT OF VERTICAL CURVE		
PVI	POINT OF VERTICAL INTERSECTION		
PVT	POINT OF VERTICAL TANGENCY		
X 1020.12	SPOT ELEVATION		



LEGEND	
—	PROPERTY LINE
- - -	LOT LINE
- - -	SECTION LINE
- - -	EASEMENT
SS	SANITARY SEWER
ST	STORM SEWER
DHP	OVERHEAD POWER
OHU	OVERHEAD UTILITY
FO	FIBER OPTICS
G	GAS
E	ELECTRIC
R-G	RECORD GAS
R-W	RECORD WATER
X-X	FENCE / OTHERWISE NOTED
+++	GRAVEL AND DIRT EDGE
[Hatched Box]	BUILDING
[Hatched Box]	BUILDING OVERHANG
Δ	MONUMENT SET (5/8\"/>
RB	REBAR
OTP	OPEN TOP PIPE
PTP	PINCHED TOP PIPE
ELEV	ELEVATION
FF	FINISH FLOOR
FL	FLOWLINE
IE	INVERT ELEVATION
MH	MANHOLE
CMP	CORRUGATED METAL PIPE
CPP	CORRUGATED PLASTIC PIPE
RCPC	REINFORCED CONCRETE PIPE
CONC	CONCRETE
ASPH	ASPHALT
[Circle]	BENCH
[Circle]	BOLLARD
[Circle]	BUSH
[Star]	CABLE PULLBOX
[Star]	CONIFEROUS TREE
[Wavy Line]	CONTINUE SYMBOL
[Triangle]	CONTROL POINT
[Circle]	CURB INLET RIGHT BOX
[Circle]	DECIDUOUS TREE
[Circle]	DOWN SPOUT
[Circle]	ELECTRIC METER
[Circle]	ELECTRIC PEDESTAL
[Circle]	ELECTRIC PULLBOX
[Circle]	ELECTRIC TRANSFORMER
[Circle]	FIBER OPTIC PULLBOX
[Circle]	FIRE HYDRANT
[Circle]	FLAGPOLE
[Circle]	GAS METER
[Circle]	GAS WARNING SIGN
[Circle]	GRATE INLET ROUND
[Circle]	GUY
[Circle]	HANDICAP SIGN
[Circle]	HANDICAP SYMBOL
[Circle]	LIGHT POLE
[Circle]	LIGHT STREET
[Circle]	OBJECTS NOTED
[Circle]	MONUMENT FOUND
[Circle]	POWER POLE
[Circle]	SAN CLEANOUT
[Circle]	SANITARY MANHOLE
[Circle]	SIGN
[Circle]	STOP SIGN
[Circle]	STORM MANHOLE
[Circle]	STORM PIPE END
[Circle]	TRAFFIC SIGNAL
[Circle]	TREE DECIDUOUS
[Circle]	UNIDENTIFIED PULL BOX
[Circle]	WATER MANHOLE

SURVEYOR'S NOTE
OPPD EASEMENT IN SW CORNER OF LOT 13 HAS A LEGAL DESCRIPTION THAT DOES NOT EXIST, BUT REFERENCES RALSTON PUBLIC SCHOOLS AS THE LOT OWNER IN THE DOCUMENT

LEGAL DESCRIPTION
LOT 13, BLOCK 7, MOCKINGBIRD HILLS, A SUBDIVISION AS SURVEYED, PLATTED AND RECORDED IN DOUGLAS COUNTY, NEBRASKA

CONTROL NOTE
— HORIZONTAL DATUM IS BASED ON THE DOUGLAS COUNTY LOW DISTORTION COORDINATE SYSTEM.
— VERTICAL DATUM IS BASED ON NAVD83 (GEOID=122A).

UTILITY NOTES
1. THIS DRAWING INCLUDES OBSERVED EVIDENCE OF SERVICES AND UTILITIES EVIDENT AT THE TIME OF SURVEY. RECORD LOCATIONS PROVIDED BY THOSE COMPANIES RESPONDING TO OUR REQUEST AND THOSE MARKED BY "ONE CALL" LOCATORS. NO RESPONSIBILITY OR LIABILITY IS ASSUMED BY THE SURVEYOR FOR THE FAILURE TO SHOW ANY BURIED SERVICE AND/OR UTILITY LINES EVEN THOUGH THEY MAY EXIST. CONTACT "ONE CALL" (811) PRIOR TO ANY EXCAVATION ON THIS SITE.
**TICKET NO. 212981916, DATED 11/15/2021

LAND SURVEYOR'S CERTIFICATION
I HEREBY CERTIFY THAT THIS TOPOGRAPHIC SURVEY WAS MADE BY ME OR UNDER MY DIRECT SUPERVISION AND THAT I AM A DULY LICENSED PROFESSIONAL LAND SURVEYOR UNDER THE LAWS OF THE STATE OF NEBRASKA.

DATE OF SIGNATURE: _____



FOR INFORMATIONAL PURPOSES ONLY

DESIGNER / DRAFTER	LAMP RYNEARSON
FOR SUBMITTAL	LAMP RYNEARSON
REVIEWER	JAC JACOB
PROJECT NUMBER	0111601-000
DATE	MAY 6, 2022

PROJECT TEAM

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LAMP RYNEARSON
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MECHANICAL + ELECTRICAL ENGINEER
ALVINE ENGINEERING
1201 Cass Street
Omaha, NE 68102

NOT FOR CONSTRUCTION

RPS - MOCKINGBIRD ELEMENTARY SCHOOL

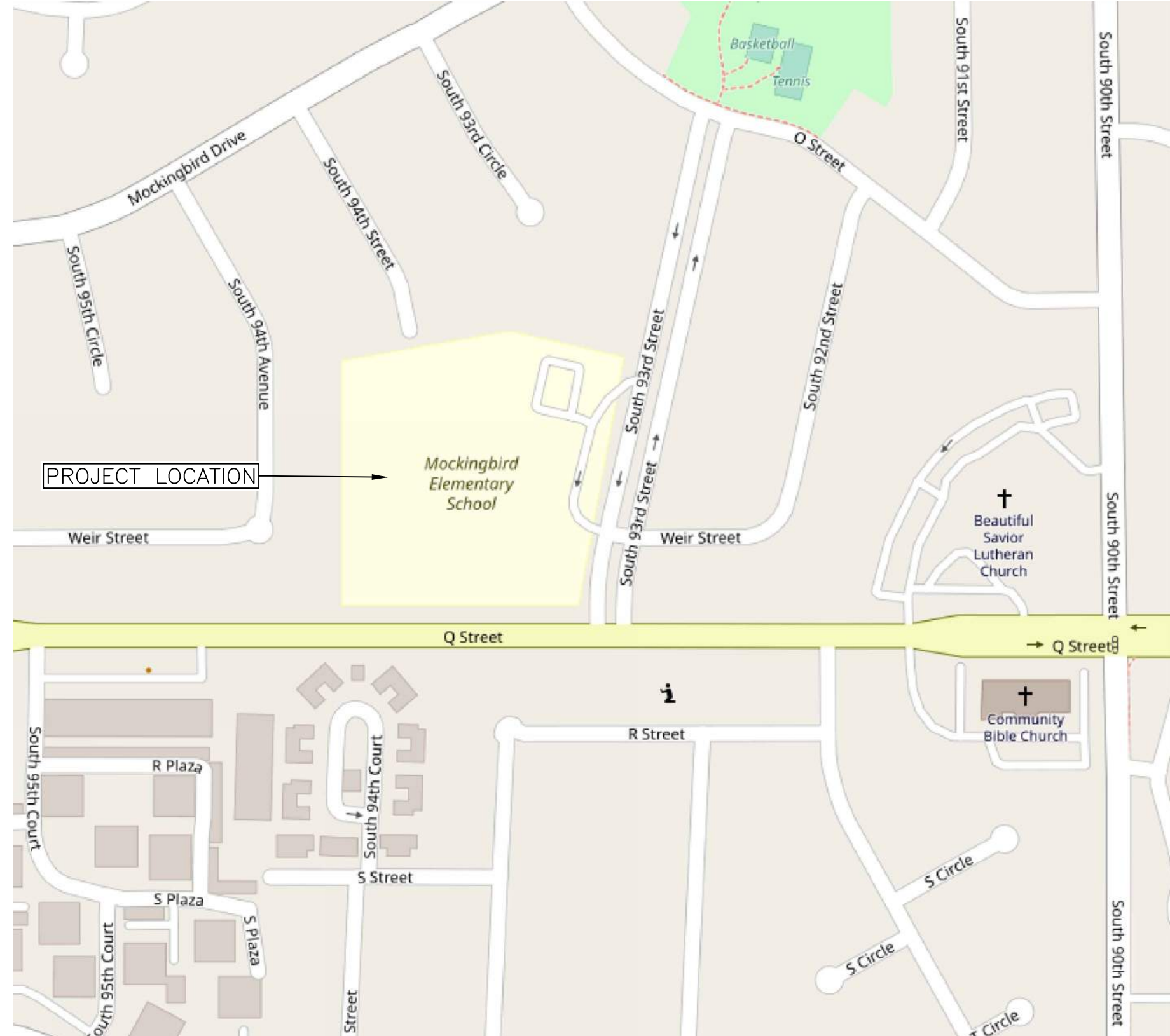
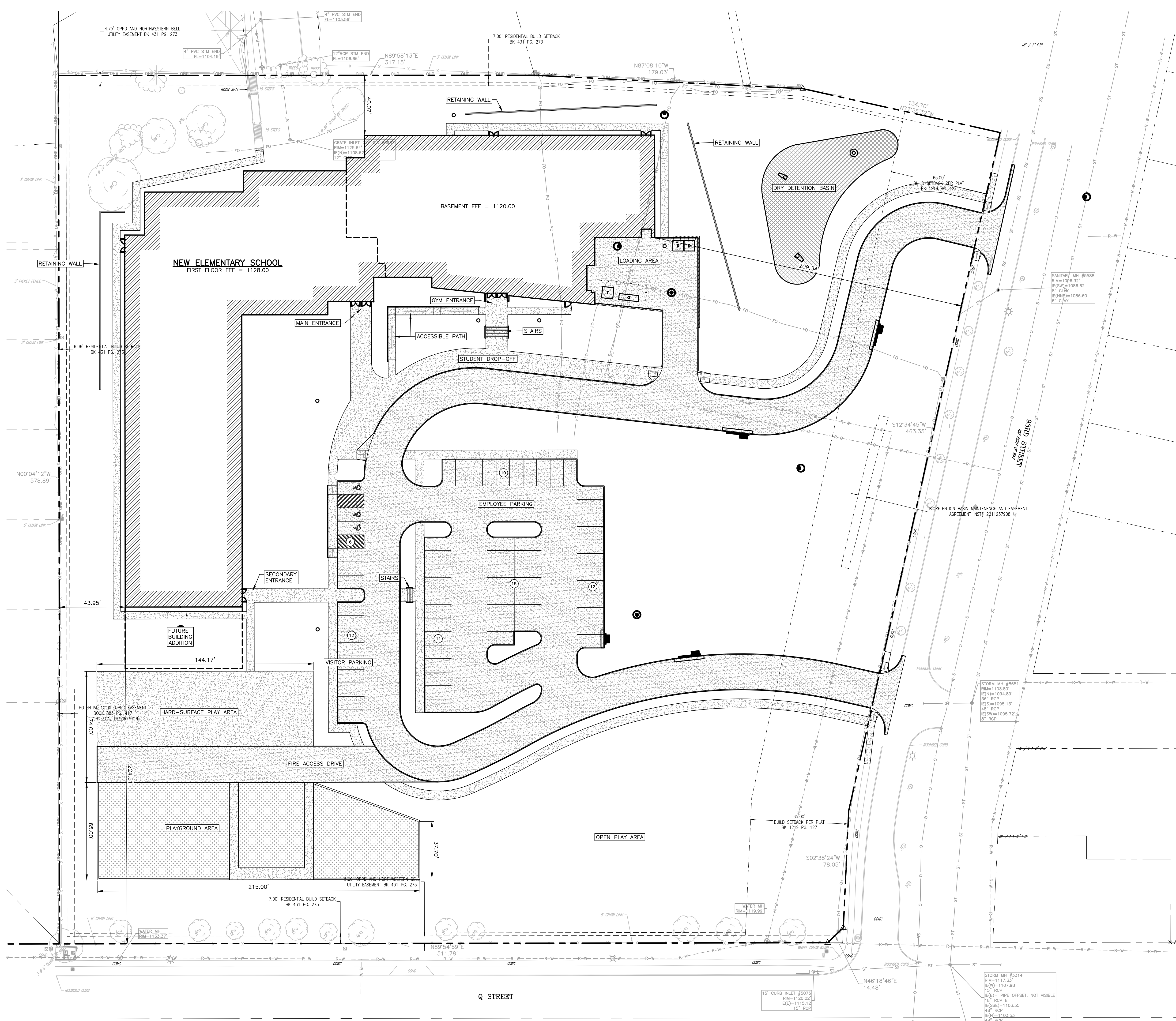
5100 S 93RD ST, OMAHA, NE 68127

RALSTON PUBLIC SCHOOLS

ORIGINAL TOPOGRAPHIC SURVEY

C0-1

GRADING & GEOPIER PACKAGE
BCDM NO. 5410-02
MAY 6, 2022



LOCATION MAP

GENERAL NOTES

- ALL SITE WORK SHALL BE IN ACCORDANCE WITH THE CITY OF OMAHA "STANDARD SPECIFICATIONS FOR PUBLIC WORKS CONSTRUCTION", 2020 EDITION AND ANY REVISIONS OR AMENDMENTS THERETO SHALL APPLY TO THIS PROJECT, EXCEPT AS MODIFIED BY THESE SPECIFICATIONS, SPECIAL CONDITIONS, AND/OR THE CONSTRUCTION DRAWINGS.
- EXISTING UTILITIES ARE SHOWN AS A CONVENIENCE FOR THE CONTRACTOR. THE LOCATIONS OF ALL AERIAL AND UNDERGROUND UTILITIES MAY NOT BE INDICATED IN THESE PLANS. THE CONTRACTOR SHALL NOTIFY ALL UTILITY COMPANIES 48 HOURS BEFORE WORK IS STARTED TO VERIFY UTILITY LOCATIONS (ONE CALL 811).
- BARRICADES SHALL CONFORM TO OMAHA PUBLIC WORKS "BARRICADING STANDARDS, SPECIFICATIONS, METHODS & MATERIALS", AND/OR THE "MANUAL ON UNIFORM TRAFFIC CONTROL DEVICES".
- THE CONTRACTOR SHALL PROVIDE THE ENGINEER/ARCHITECT WITH A CONSTRUCTION RECORD DRAWING INDICATING ALL CHANGES IN GEOMETRY, GRADES, ELEVATIONS OR MATERIAL ON THE PROJECT PRIOR TO FINAL ACCEPTANCE.
- THE CONTRACTOR IS RESPONSIBLE FOR OBTAINING ALL PERMITS REQUIRED TO COMPLETE THIS PROJECT AND IS RESPONSIBLE FOR THE PAYMENT OF ALL FEES ASSOCIATED WITH THESE PERMITS.
- THE CONTRACTOR SHALL CONTACT THE SOILS ENGINEER TO OBSERVE THE SUBGRADE PRIOR TO PLACING PAVEMENT TO DELINEATE ANY AREAS WHERE SUBGRADE OVEREXCAVATION MAY BE REQUIRED.
- THE CONTRACTOR SHALL VERIFY THE LOCATIONS AND ELEVATIONS OF ALL PROPOSED UTILITY CONNECTIONS WITH THE ARCHITECTURAL CONSTRUCTION DOCUMENTS.
- THE INSTALLATION OF UTILITIES MAY REQUIRE THE DISTURBANCE OF EXISTING DRAINAGE AND EROSION CONTROL MEASURES. THESE ITEMS MAY INCLUDE SILT BASINS, LEVEL TERRACES, INTERCEPTOR SWALES, SILT FENCE AND ROCK CONSTRUCTION ENTRANCES. THE CONTRACTOR SHALL MAKE THEMSELVES AWARE OF THE EXISTING SITE CONDITIONS PRIOR TO BIDDING THIS WORK. THE FUNCTION OF THESE ITEMS MUST BE MAINTAINED THROUGHOUT CONSTRUCTION WITH EMPHASIS PLACED ON RESTORING THEIR INTEGRITY PRIOR TO ANY RAINFALL EVENT. AS PART OF THIS CONTRACT, ALL DISTURBED DRAINAGE AND EROSION CONTROL STRUCTURES SHALL BE RESTORED TO GOOD CONDITION AFTER COMPLETION OF THE WORK OR AS DIRECTED BY THE ENGINEER/ARCHITECT.
- SEE PLAN SHEETS FOR ADDITIONAL NOTES.

LEGAL DESCRIPTION: LOT 13, BLOCK 7, MOCKINGBIRD HILLS
ADDRESS: 5100 SOUTH 93RD STREET, OMAHA, NE 68127
APPLICANT: RALSTON PUBLIC SCHOOLS
PHONE NUMBER: (402) 331-4700 JASON BUCKINGHAM
USE TYPE: PRIMARY EDUCATION

ZONING: RA-MCC (SEE SECTION 55-181)
[X] PERMITTED USE
[] CONDITIONAL USE
[] SPECIAL USE

SITE REGULATORS (SEE SECTION 55-186):

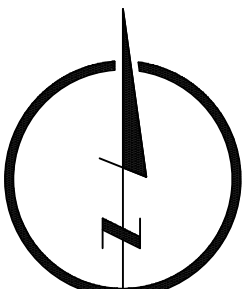
	REQUIRED	PROPOSED	COMMENTS
A. MINIMUM LOT AREA	5,000 SF	327,000 SF	
B. MINIMUM LOT WIDTH	50 FEET	511 FEET	
C. MAXIMUM FLOOR AREA RATIO	NONE		
D. MAXIMUM HEIGHT	35 FEET	47'-8"	ZBA WAIVER REQUEST
E. MAXIMUM BUILDING COVERAGE	40%	19%	
F. MAXIMUM IMPERVIOUS COVERAGE	50%	45%	
G. MINIMUM SETBACKS			
FRONT YARD	25 FEET	> 25 FEET	
STREET SIDE YARD	15 FEET	> 15 FEET	
INTERIOR SIDE YARD	15 FEET	> 15 FEET	
REAR YARD	25 FEET	> 25 FEET	
H. MAXIMUM SIGN AREA			
ATTACHED	32 SF	96 SF	ZBA WAIVER REQUEST

PARKING REQUIREMENTS (SEE SECTION 55-734):

I. MINIMUM PARKING STALLS	1 STALL / EMPLOYEE	66 STALLS
J. MINIMUM ACCESSIBLE PARKING STALLS	3 STALLS	3 STALLS

PARKING LANDSCAPE REQUIREMENTS (SEE SECTION 55-740):

K. MINIMUM LANDSCAPE DEPTH		
STREET SIDE YARD	10 FEET	> 10 FEET
INTERIOR SIDE YARD	5 FEET	> 5 FEET
L. MINIMUM INTERIOR LANDSCAPING (%)	5%	> 7%



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DESIGNER / DRAFTER	JAM. RYNEARSON
REVIEWER	JAM. RYNEARSON
DATE	MAY 6, 2022

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NOT FOR CONSTRUCTION

RPS -
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SCHOOLS

ZONING COMPLIANCE
PLAN

C1-1

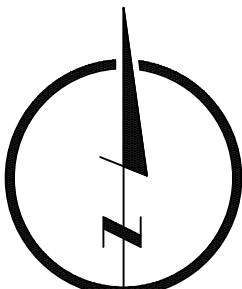
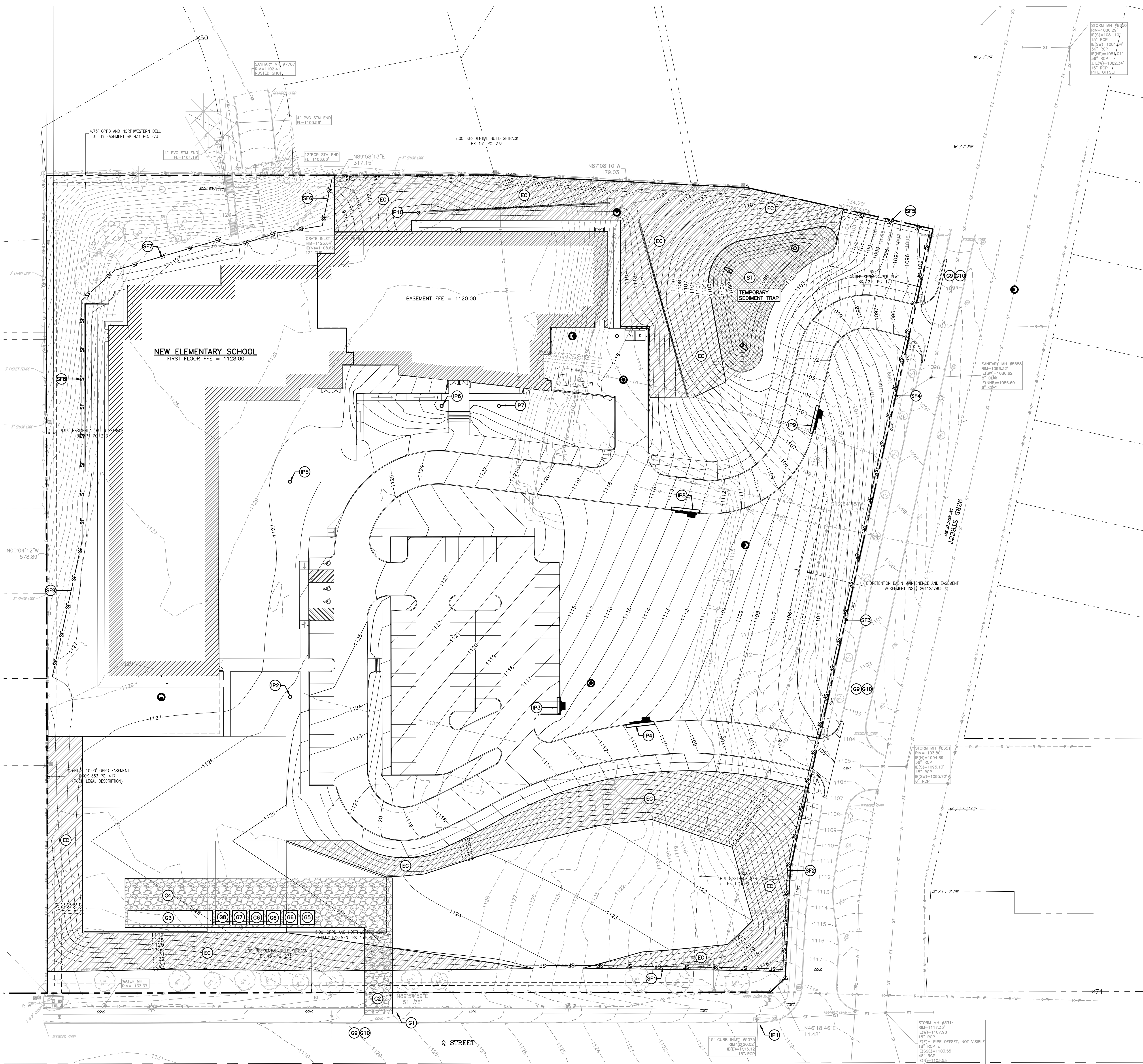
GRADING & GEOTIER PACKAGE
BCDM NO. 5410-02
MAY 6, 2022

THIS WORK SHALL BE PERFORMED UNDER THE AUTHORIZATION OF THE EXISTING GRADING PERMIT OMA-20220330-6368-GP1 AND ASSOCIATED NPDES PERMIT NR210000. WEEKLY AND RAINFALL EVENT INSPECTIONS WILL BE CONDUCTED BY LAMP RYNEARSON UNDER THE AUTHORITY OF THE EXISTING PERMIT HOLDER AND POSTED ON THE OMAHA PUBLIC WORKS WEBSITE.

EROSION CONTROL SUMMARY TABLE	
TOTAL AREA OF SITE	7.51 AC.
DISTURBED AREA	6.95 AC.
EROSION CONTROL MEASURES:	SILT FENCE, ROCK ACCESS ROAD, INLET PROTECTION, AND SEEDING

SWPPP KEYNOTES

- G1 CONTRACTOR SHALL INSTALL AND MAINTAIN A SWPPP NOTIFICATION SIGN PER CITY OF OMAHA STANDARD PLATE 101-01.
- G2 CONTRACTOR SHALL INSTALL AND MAINTAIN A STABILIZED CONSTRUCTION ENTRANCE PER CITY OF OMAHA STANDARD PLATE 101-04.
- G3 PROPOSED LOCATION OF JOB TRAILER AS NEEDED OR REQUIRED. ANY ALTERNATE LOCATION MUST BE APPROVED BY ENGINEER.
- G4 CONTRACTOR SHALL INSTALL AND MAINTAIN A STABILIZED VEHICLE AND EQUIPMENT PARKING AREA.
- G5 CONTRACTOR SHALL INSTALL AND MAINTAIN A DESIGNATED VEHICLE AND EQUIPMENT FUELING AREA AS NEEDED OR REQUIRED PER STANDARD SPECIFICATION 9.6.6, OMAHA REGIONAL STORMWATER DRAINAGE MANUAL.
- G6 CONTRACTOR SHALL INSTALL AND MAINTAIN A DESIGNATED MATERIAL DELIVERY AND STORAGE AREA AS NEEDED OR REQUIRED PER STANDARD SPECIFICATION 9.6.4, OMAHA REGIONAL STORMWATER DRAINAGE MANUAL. ALTERNATE LOCATION MUST BE APPROVED BY THE ENGINEER.
- G7 CONTRACTOR SHALL INSTALL AND MAINTAIN A SANITARY WASTE RECEPTACLE AS NEEDED OR REQUIRED PER STANDARD SPECIFICATION 9.6.2, OMAHA REGIONAL STORMWATER DRAINAGE MANUAL.
- G8 CONTRACTOR SHALL INSTALL AND MAINTAIN A DESIGNATED SOLID WASTE RECEPTACLE PER STANDARD SPECIFICATION 9.6.3, OMAHA REGIONAL STORMWATER DRAINAGE MANUAL.
- G9 AS REQUIRED, THE CONTRACTOR SHALL IMPLEMENT STREET CLEANING/SWEEPING PRACTICES PER STANDARD SPECIFICATION 9.6.5, OMAHA REGIONAL STORMWATER DRAINAGE MANUAL.
- G10 AS NECESSARY, CONTRACTOR SHALL IMPLEMENT DUST CONTROL MEASURES PER STANDARD SPECIFICATION 9.5.16, OMAHA REGIONAL STORMWATER DRAINAGE MANUAL.
- SF1 THRU SF9 CONTRACTOR SHALL INSTALL AND MAINTAIN SILT FENCE PER CITY OF OMAHA STANDARD PLATE 101-02.
- IP1 THRU IP10 CONTRACTOR SHALL INSTALL AND MAINTAIN INLET PROTECTION PER CITY OF OMAHA STANDARD PLATE 101-03 (INLAID CURB INLET PROTECTION).
- ST INSTALL AND MAINTAIN TEMPORARY SEDIMENT TRAP AND OUTLET IN ACCORDANCE WITH SECTION 9.5.14 OF THE OMAHA REGIONAL STORMWATER DESIGN MANUAL. SEE SHEET C1-5 FOR DETAILS.
- EC CONTRACTOR SHALL INSTALL AND MAINTAIN TYPE 2 EROSION CONTROL MATTING PER STANDARD SPECIFICATION 9.5.23, OMAHA REGIONAL STORMWATER DRAINAGE MANUAL.
- SEE LANDSCAPE PLAN, SHEET L1-1, FOR FURTHER INFORMATION REGARDING SURFACE RESTORATION AND PLANTING CRITERIA.



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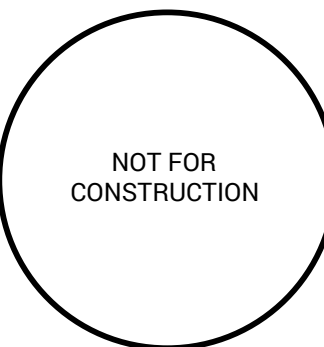
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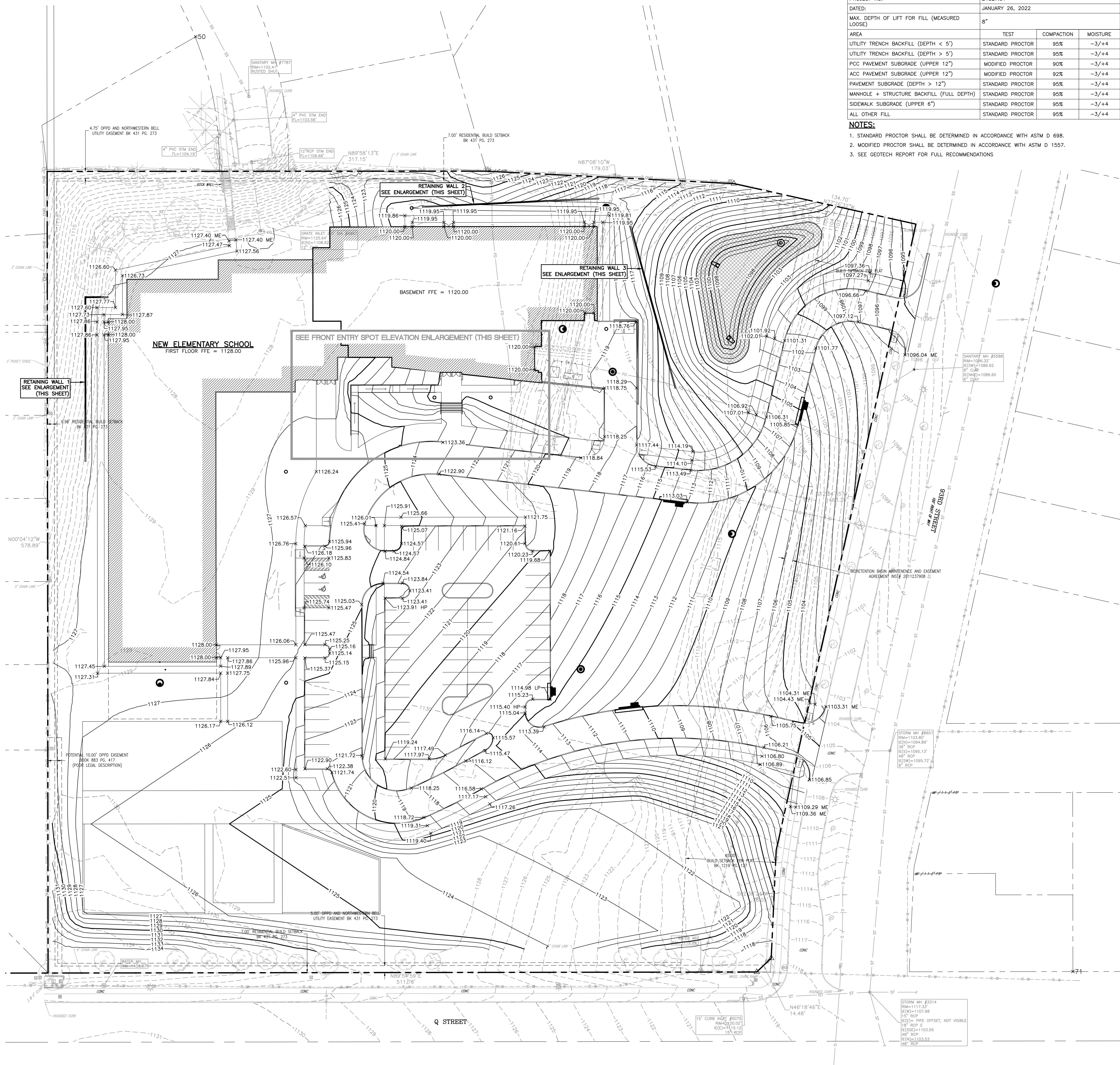
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STORMWATER
POLLUTION
PREVENTION PLAN

C1-3

GRADING & GEOTIE PACKAGE
BCDM NO. 5410-02
MAY 6, 2022



COMPACTION REQUIREMENTS TABLE			
SEE GEOTECHNICAL ENGINEERING REPORT:		MOCKINGBIRD ELEMENTARY SCHOOL	
PREPARED BY:		THIELE GEOTECH - 402.556.2171	
ENGINEER:		RAEANNA THIELE	
PROJECT NO:		21827.01	
DATED:		JANUARY 26, 2022	
MAX. DEPTH OF LIFT FOR FILL (MEASURED LOOSE)		8"	
AREA	TEST	COMPACTION	MOISTURE
UTILITY TRENCH BACKFILL (DEPTH < 5')	STANDARD PROCTOR	95%	-3/+4
UTILITY TRENCH BACKFILL (DEPTH > 5')	STANDARD PROCTOR	95%	-3/+4
PCC PAVEMENT SUBGRADE (UPPER 12")	MODIFIED PROCTOR	90%	-3/+4
ACC PAVEMENT SUBGRADE (UPPER 12")	MODIFIED PROCTOR	92%	-3/+4
PAVEMENT SUBGRADE (DEPTH > 12")	STANDARD PROCTOR	95%	-3/+4
MANHOLE + STRUCTURE BACKFILL (FULL DEPTH)	STANDARD PROCTOR	95%	-3/+4
SIDEWALK SUBGRADE (UPPER 6")	STANDARD PROCTOR	95%	-3/+4
ALL OTHER FILL	STANDARD PROCTOR	95%	-3/+4

- NOTES:**
1. STANDARD PROCTOR SHALL BE DETERMINED IN ACCORDANCE WITH ASTM D 698.
 2. MODIFIED PROCTOR SHALL BE DETERMINED IN ACCORDANCE WITH ASTM D 1557.
 3. SEE GEOTECH REPORT FOR FULL RECOMMENDATIONS

OMA-20220330-6368-GP1

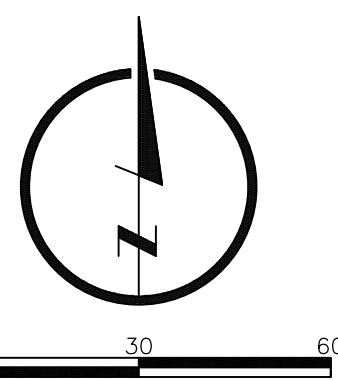
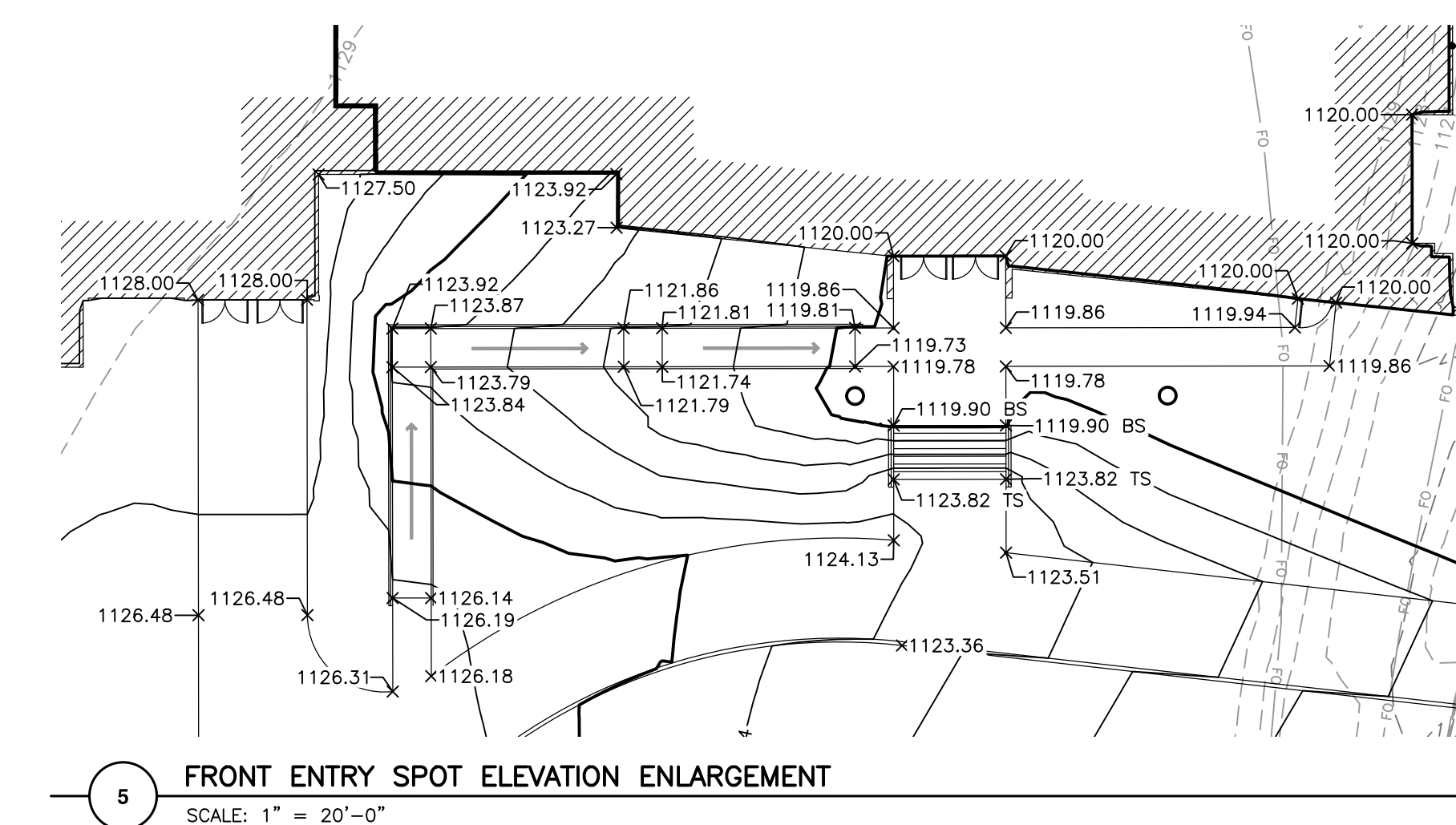
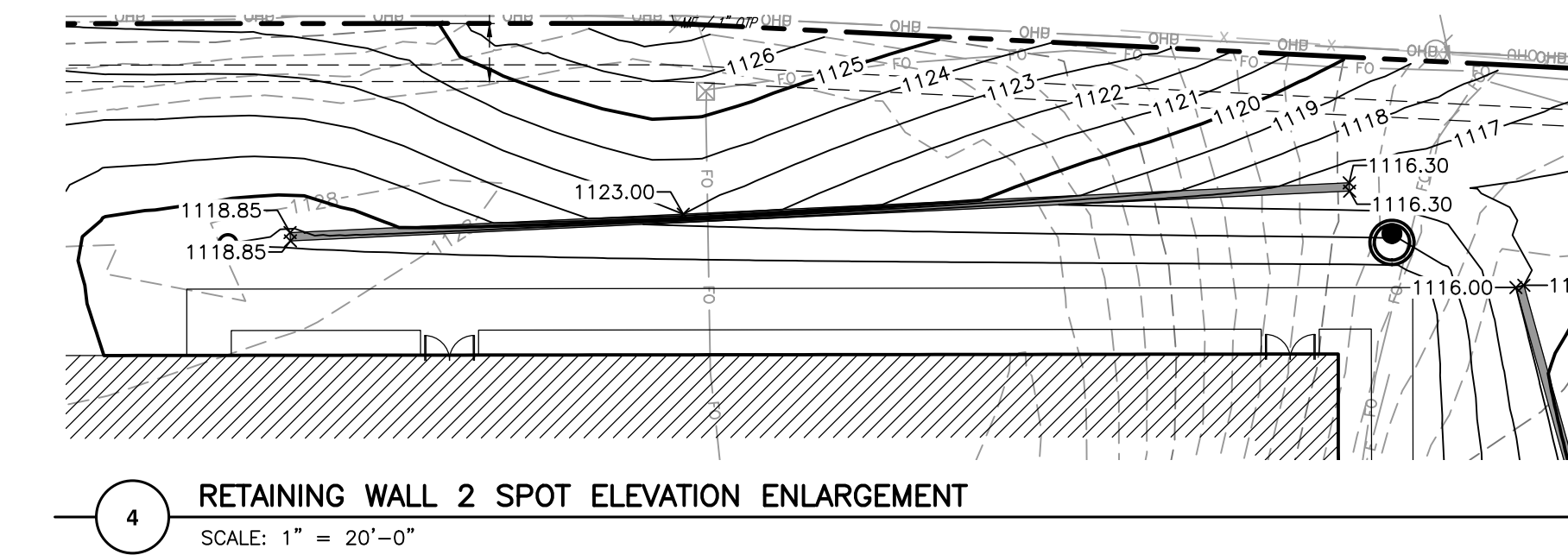
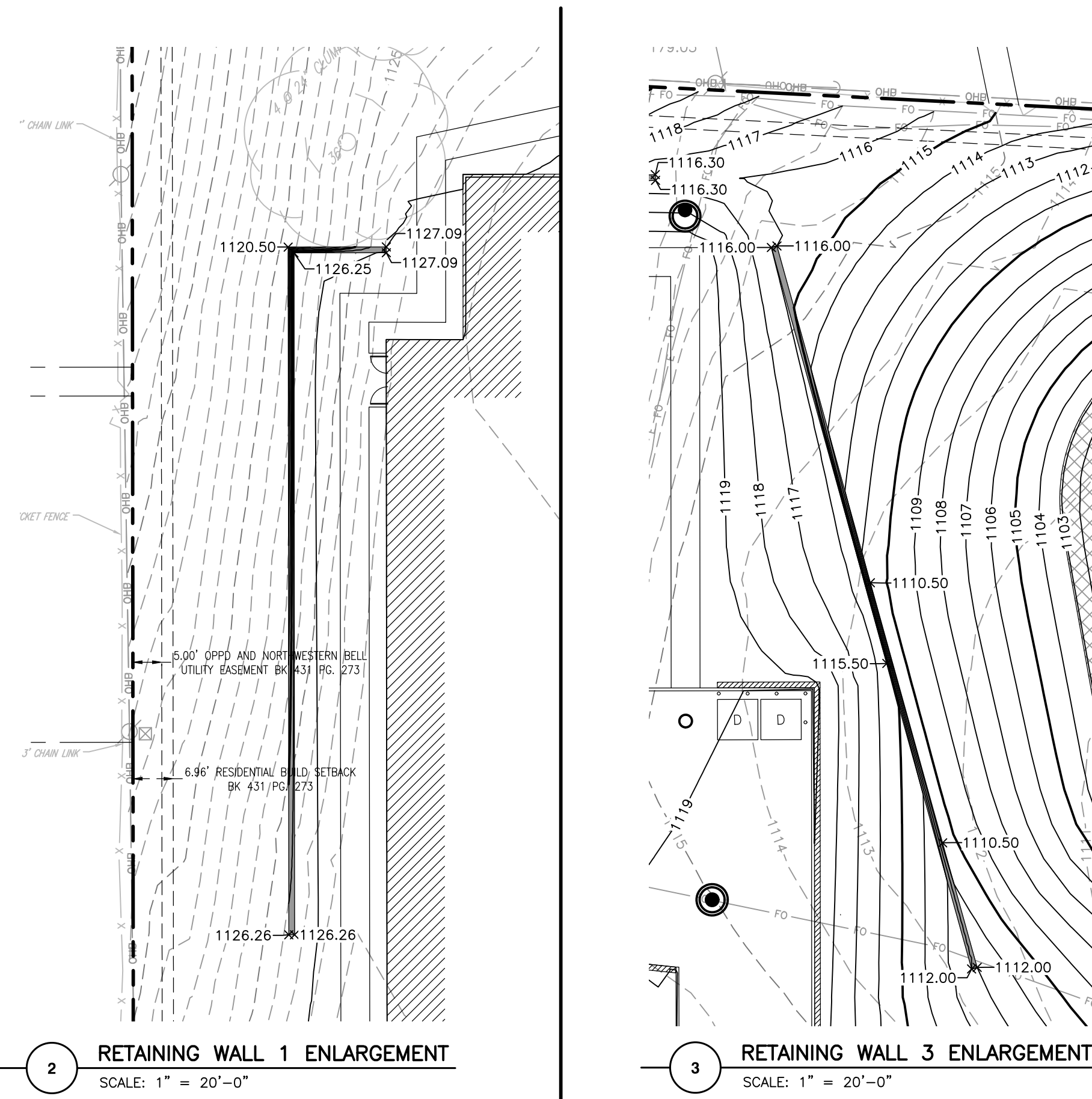
NOTE:

SEE SHEET C1-3 FOR EROSION CONTROL MEASURES TO BE INSTALLED. THESE ARE PROPOSED LOCATIONS. IF THE CONTRACTOR WISHES TO USE ALTERNATE LOCATIONS IT MUST BE APPROVED BY THE ENGINEER.

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ELEVATION NOTES

1. PROPOSED CONTOURS ARE FINISHED GRADE/TOP OF PAVEMENT ELEVATIONS. NOT SUBGRADE ELEVATIONS.
2. ALL SPOT ELEVATIONS IN PAVEMENT ARE TOP OF SLAB UNLESS NOTED OTHERWISE.
3. TOP OF WALL SPOT ELEVATIONS INDICATE THE ELEVATION OF THE SOIL ADJACENT TO THE TOP OF WALL. THE ACTUAL TOP OF BLOCK SHALL BE HIGHER.
4. BOTTOM OF WALL SPOT ELEVATIONS INDICATE THE ELEVATION OF THE SOIL ADJACENT TO THE BOTTOM OF WALL. THE ACTUAL BOTTOM BLOCK SHALL BE LOWER.
5. SEE SHEET C1-7 FOR ADDITIONAL WALL INFORMATION.



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ALL UTILITIES ARE SHOWN BASED ON THE INFORMATION AVAILABLE TO THE ENGINEER. THERE IS NO GUARANTEE ALL UTILITIES ARE SHOWN OR THAT THE LOCATION, DEPTH, AND SIZE OF EACH FACILITY IS CORRECT. THE CONTRACTOR IS RESPONSIBLE FOR LOCATING ALL UTILITIES AND SERVICE LINES PRIOR TO CONSTRUCTION.

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DESIGNER / DRAFTER
FOR APPROVAL
REVIEWER
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DATE
MAY 6, 2022

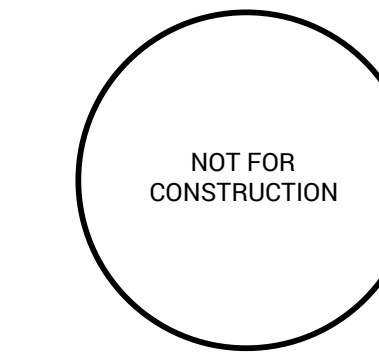
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SCHOOLS**

GRADING PLAN

C1-4

GRADING & GEOTIER PACKAGE
BCDM NO. 5410-02
MAY 6, 2022

GENERAL NOTES

1. ALL OPERATORS/CONTRACTORS MUST CONFIRM WITH THE APPLICANT THAT ANY AND ALL APPLICABLE GOVERNMENTAL APPROVALS HAVE BEEN RECEIVED PRIOR TO THE START OF WORK.
2. BMP'S MAY NOT BE REMOVED WITHOUT INSPECTOR AND APPLICABLE GOVERNMENTAL APPROVAL.
3. THE APPLICANT, INSPECTOR, AND CONTRACTORS/OPERATORS MUST ADHERE TO ALL GOOD HOUSEKEEPING BMP'S PRESENTED WITHIN THE OMAHA REGIONAL STORMWATER DESIGN MANUAL, CHAPTER 9 SECTION 9.6. GOOD HOUSEKEEPING BMP'S FOCUS ON KEEPING THE WORK SITE CLEAN AND ORDERLY WHILE HANDLING MATERIALS AND WASTE IN A MANNER THAT ELIMINATES THE POTENTIAL FOR POLLUTANT RUNOFF. GOOD HOUSEKEEPING BMP'S SUCH AS SANITARY WASTE MANAGEMENT (9.6.2), SOLID WASTE MANAGEMENT (9.6.3), MATERIAL DELIVERY & STORAGE (9.6.4), STREET CLEANING / SWEEPING (9.6.5), AND VEHICLE & EQUIPMENT FUELING (9.6.6) MUST BE ADDRESSED WHEN APPLICABLE. THE AFOREMENTIONED PUBLICATION CAN BE FOUND AT [HTTP://WWW.OMAHASTORMWATER.ORG](http://www.omahastormwater.org).
4. THE SWPPP DOCUMENTS (E.G., NDEQ-NPDES, SWPPP-SM, SWPPP-N, ETC.) ARE ESSENTIAL AND A REQUIREMENT IN ONE PART IS AS BINDING AS THOUGH OCCURRING IN ALL. THE SWPPP DOCUMENTS ARE COMPLEMENTARY. THE DOCUMENTS DESCRIBE AND PROVIDE THE COMPLETE SWPPP. THE APPLICANT, INSPECTOR, AND/OR CONTRACTORS/OPERATORS MAY NOT TAKE ADVANTAGE OF ANY APPARENT SWPPP ERRORS OR OMISSIONS. THE INSPECTOR SHALL NOTIFY THE APPLICANT, DESIGNER, AND CONTRACTORS/OPERATORS PROMPTLY OF ANY OMISSIONS OR ERRORS. THE APPLICANT SHALL INSTRUCT THE DESIGNER TO MAKE ANY CORRECTIONS NECESSARY TO FULFILL THE OVERALL INTENT OF THE SWPPP DOCUMENTS (E.G., GRADING PERMIT MODIFICATION FORM), IN THE CASE OF A DISCREPANCY BETWEEN PARTS OF THE SWPPP DOCUMENTS, THE MOST STRINGENT REQUIREMENT SHALL RULE.

BMP'S MAINTENANCE SCHEDULE

THE FOLLOWING MAINTENANCE SCHEDULE HAS BEEN PROVIDED. THE INSPECTOR MUST PERFORM THE INSPECTIONS. THE OPERATOR/CONTRACTOR MUST PERFORM ALL NEEDED MAINTENANCE. FURTHERMORE, ALL EROSION CONTROL FEATURE REQUIRING MAINTENANCE MAY NOT BE LISTED BELOW. THE OPERATOR/CONTRACTOR AND INSPECTOR MUST PERFORM THEIR RESPECTIVE DUTIES ON ALL BMP'S THAT ARE NOT LISTED BELOW AS WELL.

1. **CONSTRUCTION ENTRANCE** – THE ENTRANCE SHALL BE MAINTAINED IN A CONDITION WHICH WILL PREVENT TRACKING OR FLOW OF SEDIMENT ONTO PUBLIC RIGHTS-OF-WAY. THIS MAY REQUIRE PERIODIC TOP DRESSING WITH ADDITIONAL STONE OR THE WASHING AND REWORKING OF EXISTING STONE AS CONDITIONS DEMAND AND REPAIR AND/OR CLEANOUT OF ANY STRUCTURES USED TO TRAP SEDIMENT. ALL MATERIALS SPILLED, DROPPED, WASHED, OR TRACKED FROM VEHICLES ONTO ROADWAYS OR INTO STORM DRAINS MUST BE REMOVED IMMEDIATELY. THE USE OF WATER TRUCKS TO REMOVE MATERIALS DROPPED, WASHED, OR TRACKED ONTO ROADWAYS WILL NOT BE PERMITTED UNDER ANY CIRCUMSTANCES.
2. **SILT FENCE** – THE MAINTENANCE MEASURES ARE AS FOLLOWS: (2.1) SILT FENCES SHALL BE INSPECTED IMMEDIATELY AFTER EACH RAINFALL AND AT LEAST DAILY DURING PROLONGED RAINFALL. ANY REQUIRED REPAIRS SHALL BE MADE IMMEDIATELY; (2.2) CLOSE ATTENTION SHALL BE PAID TO THE REPAIR OF DAMAGED SILT FENCE RESULTING FROM END RUNS AND UNDERCUTTING; (2.3) SHOULD THE FABRIC ON A SILT FENCE DECOMPOSE OR BECOME INEFFECTIVE PRIOR TO THE END OF THE EXPECTED USABLE LIFE AND THE BARRIER IS STILL NECESSARY, THE FABRIC SHALL BE REPLACED PROMPTLY; (2.4) SEDIMENT DEPOSITS MUST BE REMOVED WHEN THE LEVEL OF DEPOSITION REACHES APPROXIMATELY ONE-HALF THE HEIGHT OF THE BARRIER; AND (2.5) ANY SEDIMENT DEPOSITS REMAINING IN PLACE AFTER THE SILT FENCE IS NO LONGER REQUIRED SHALL BE DRESSED TO CONFORM TO THE EXISTING GRADE, PREPARED AND SEEDED.
3. **STORM DRAIN INLET PROTECTION** – THE MAINTENANCE MEASURES ARE AS FOLLOWS: (3.1) STRUCTURES SHALL BE INSPECTED AFTER EACH RAIN AND NECESSARY MAINTENANCE SHALL BE PERFORMED. STRUCTURES SHALL BE REMOVED AND THE AREA STABILIZED WHEN THE REMAINING DRAINAGE AREA HAS BEEN PROPERLY STABILIZED.
4. **TEMPORARY DIVERSION DIKE** – THE MEASURE SHALL BE INSPECTED AFTER EVERY STORM AND REPAIRS MADE TO THE DIKE, FLOW CHANNEL, OUTLET OR SEDIMENT TRAPPING FACILITY, AS NECESSARY. ONCE EVERY TWO WEEKS, WHETHER A STORM EVENT HAS OCCURRED OR NOT, THE MEASURE SHALL BE INSPECTED AND REPAIRS MADE IF NEEDED. DAMAGES CAUSED BY CONSTRUCTION TRAFFIC OR OTHER ACTIVITY MUST BE REPAIRED BEFORE THE END OF EACH WORKING DAY.
5. **TEMPORARY FILL DIVERSION** – SINCE THE PRACTICE IS TEMPORARY AND UNDER MOST SITUATIONS WILL BE COVERED THE NEXT WORKING DAY, THE MAINTENANCE REQUIRED SHOULD BE LOW. IF THE PRACTICE IS TO REMAIN IN USE FOR MORE THAN ONE DAY, AN INSPECTION SHALL BE MADE AT THE END OF EACH WORK DAY AND REPAIRS MADE TO THE MEASURE IF NEEDED. THE OPERATOR/CONTRACTOR SHOULD AVOID THE PLACEMENT OF ANY MATERIAL OVER THE STRUCTURE WHILE IT IS IN USE. CONSTRUCTION TRAFFIC SHOULD NOT BE PERMITTED TO CROSS THE DIVERSION.
6. **TEMPORARY SEDIMENT TRAP** – THE MAINTENANCE MEASURES ARE AS FOLLOWS: (6.1) SEDIMENT SHALL BE REMOVED AND THE TRAP RESTORED TO ITS ORIGINAL DIMENSIONS WHEN THE SEDIMENT HAS ACCUMULATED TO ONE HALF THE DESIGN VOLUME OF THE TRAP STORAGE. SEDIMENT REMOVAL FROM THE BASIN SHALL BE DEPOSITED IN A SUITABLE AREA AND IN SUCH A MANNER THAT IT WILL NOT ERODE AND CAUSE SEDIMENTATION PROBLEMS; (6.2) FILTER STONE SHALL BE REGULARLY CHECKED TO ENSURE THAT FILTRATION PERFORMANCE IS MAINTAINED. STONE CHOKED WITH SEDIMENT SHALL BE REMOVED AND CLEANED OR REPLACED; AND (6.3) THE STRUCTURE SHOULD BE CHECKED REGULARLY TO ENSURE THAT IT IS STRUCTURALLY SOUND AND HAS NOT BEEN DAMAGED BY EROSION OR CONSTRUCTION EQUIPMENT. THE HEIGHT OF THE STONE OUTLET SHOULD BE CHECKED TO ENSURE THAT ITS CENTER IS AT LEAST 1 FOOT BELOW THE TOP OF THE EMBANKMENT.
7. **TEMPORARY SEDIMENT BASIN** – THE BASIN EMBANKMENT SHOULD BE CHECKED REGULARLY TO ENSURE THAT IT IS STRUCTURALLY SOUND AND HAS NOT BEEN DAMAGED BY EROSION OR CONSTRUCTION EQUIPMENT. THE EMERGENT SPILLWAY SHOULD BE CHECKED REGULARLY TO ENSURE THAT ITS LINING IS WELL ESTABLISHED AND EROSION-RESISTANT. THE BASIN SHOULD BE CHECKED AFTER EACH RUNOFF PRODUCING RAINFALL FOR SEDIMENT CLEANOUT AND TRASH REMOVAL. WHEN THE SEDIMENT REACHES THE CLEANOUT LEVEL, IT SHALL BE REMOVED AND PROPERLY DISPOSED OF.
8. **TEMPORARY SEEDING** – AREAS WHICH FAIL TO ESTABLISH VEGETATIVE COVER ADEQUATE TO PREVENT RILL EROSION WILL BE RE-SEEDED AS SOON AS SUCH AREAS ARE IDENTIFIED. CONTROL WEEDS BY MOWING.
9. **PERMANENT SEEDING** – THE MAINTENANCE MEASURES ARE AS FOLLOWS: (9.1) IN GENERAL, A STAND OF VEGETATION CANNOT BE DETERMINED TO BE FULLY ESTABLISHED UNTIL IT HAS BEEN MAINTAINED FOR ONE FULL YEAR AFTER PLANNING; (9.2) NEW SEEDINGS SHALL BE SUPPLIED WITH ADEQUATE MOISTURE, SUPPLY WATER AS NEEDED, ESPECIALLY LATE IN THE SEASON, IN ABNORMALLY HOT OR DRY CONDITIONS, OR ON ADVERSE SITES; WATER APPLICATIONS SHALL BE CONTROLLED TO PREVENT EXCESSIVE RUNOFF; (9.3) INSPECT ALL SEEDING AREAS FOR FAILURES AND MAKE NECESSARY REPAIRS, REPLACEMENTS, AND RESEEDINGS WITHIN THE PLANTING SEASON, IF POSSIBLE; (9.3.A) IF STAND IS INADEQUATE FOR EROSION CONTROL, OVER SEED AND FERTILIZE USING HALF OF THE RATES ORIGINALLY SPECIFIED; (9.3.B) IF STAND IS 60% DAMAGED, RE-ESTABLISH FOLLOWING SEEDING AND SEEDING RECOMMENDATIONS; (9.3.C) IF STAND HAS LESS THAN 40% COVER, RE-EVALUATE CHOICE OF PLANT MATERIALS AND QUANTITIES OF LIME AND FERTILIZER. THE SOIL SHOULD BE TESTED IF ACIDITY OR NUTRIENT IMBALANCES ARE RESPONSIBLE, RE-ESTABLISH THE STAND FOLLOWING SEEDING AND SEEDING RECOMMENDATIONS.
10. **MULCHING** – ALL MULCHES AND SOIL COVERINGS SHOULD BE INSPECTED PERIODICALLY (PARTICULARLY AFTER RAINSTORMS) TO CHECK FOR EROSION. WHERE EROSION IS OBSERVED IN MULCHED AREAS, ADDITIONAL MULCH SHOULD BE APPLIED. NETS AND MATS SHOULD BE INSPECTED AFTER RAINSTORMS FOR DISLOCATION OR FAILURE. IF WASHOUTS OR BREAKAGE OCCUR, REINSTALL NETTING OR MATTING AS NECESSARY AFTER REPAIRING DAMAGE TO THE SLOPE OR DITCH. INSPECTIONS SHOULD TAKE PLACE UNTIL GRASSES ARE FIRMLY ESTABLISHED. WHERE MULCH IS USED IN CONJUNCTION WITH ORNAMENTAL PLANTINGS, INSPECT PERIODICALLY THROUGHOUT THE YEAR TO DETERMINE IF MULCH IS MAINTAINING COVERAGE OF THE SOIL SURFACE; REPAIR AS NEEDED.
11. **SOIL STABILIZATION BLANKETS & MATTING** – ALL SOIL STABILIZATION BLANKETS AND MATTING SHOULD BE INSPECTED PERIODICALLY FOLLOWING INSTALLATION. PARTICULARLY AFTER RAINSTORMS TO CHECK FOR EROSION AND UNDERMINING. ANY DISLOCATION OR FAILURE SHOULD BE REPAIRED IMMEDIATELY. IF WASHOUTS OR BREAKAGE OCCURS, REINSTALL THE MATERIAL AFTER REPAIRING DAMAGE TO THE SLOPE OR DITCH. CONTINUE TO MONITOR THESE AREAS UNTIL WHICH TIME THEY BECOME PERMANENTLY STABILIZED; AT THAT TIME AN ANNUAL INSPECTIONS SHOULD BE ADEQUATE.
12. **STREET CLEANING / SWEEPING** – THE MAINTENANCE MEASURES ARE AS FOLLOWS: (12.1) EVALUATE ACCESS POINTS DAILY FOR SEDIMENT TRACKING; (12.2) WHEN TRACKED OR SPILLED SEDIMENT IS FOUND ON PAVED SURFACES, WILL BE REMOVED DAILY, DURING TIMES OF HEAVY TRACK-OUT, SUCH AS DURING RAINS, CLEANING MAY BE DONE SEVERAL TIMES THROUGHOUT THE DAY; (12.3) UNKNOWN SPILLS OR OBJECTS WILL NOT BE MIXED WITH THE SEDIMENT; AND (12.4) IF SEDIMENT IS MIXED WITH OTHER POLLUTANTS, IT WILL BE DISPOSED OF PROPERLY AT AN AUTHORIZED LANDFILL.

CONSTRUCTION ACTIVITIES & SCHEDULE

ACTIVITY	SCHEDULE
INSTALL ALL BMP'S NEEDED AND ASSOCIATED WITH THE GRADING PHASE SUCH AS STABILIZED CONSTRUCTION ENTRANCES, SEDIMENT BASINS, ROSEY PIPES, OUTLET PIPES, SEDIMENT TRAPS, SILT FENCE, DIVERSIONS, TERRACES AND ETCETERA.	PRIOR TO ANY STRIPPING OF EXISTING VEGETATION OR GRADING.
PROCEED WITH STRIPPING OF EXISTING VEGETATION AND GRADING IN ACCORDANCE WITH THE GRADING PLAN, WHILE DISTURBING NO MORE THAN NECESSARY.	AFTER INSTALLING ALL BMP'S NEEDED AND ASSOCIATED WITH THE GRADING PHASE, FURTHERMORE, INSPECTOR APPROVAL MUST BE OBTAINED BEFORE THE START OF ANY STRIPPING OF EXISTING VEGETATION OR GRADING.
PROCEED WITH INFRASTRUCTURE INSTALLATION.	INFRASTRUCTURE INSTALLATION MUST OCCUR PRIOR TO ANY LOT DEVELOPMENT.
IMPLEMENT THE INSTALLATION OF TEMPORARY SEEDING, PERMANENT SEEDING, AND/OR MULCHING.	STABILIZATION MEASURES MUST BE INITIATED AS SOON AS POSSIBLE IN PORTIONS OF THE SITE WHERE CONSTRUCTION ACTIVITIES HAVE TEMPORARILY OR PERMANENTLY CEASED, BUT IN NO CASE MORE THAN 14 DAYS AFTER THE CONSTRUCTION ACTIVITY IN THAT PORTION OF THE SITE HAS TEMPORARILY OR PERMANENTLY CEASED.
IMPLEMENT THE INSTALLATION ALL BMP'S NEEDED AND ASSOCIATED WITH THE BUILDING PHASE.	BUILDING PHASE BMP'S MUST BE INSTALLED CONCURRENTLY WITH LOT DEVELOPMENT.
PROCEED WITH REMOVAL OF BMP'S.	BMP'S MAY NOT BE REMOVED UNTIL EACH IMPACTED DRAINAGE BASIN HAS BEEN FULLY DEVELOPED. FULL DEVELOPMENT SHALL MEAN INSTALLATION OF PAVEMENT, BUILDINGS, AND UTILITIES, LANDSCAPING, AND FULLY ESTABLISHED PERMANENT SEEDING. FURTHERMORE, INSPECTOR APPROVAL MUST BE OBTAINED BEFORE THE REMOVAL OF ANY BMP'S.

STANDARD DETAILS

NUMBER	NAME	LOCATION
9.5.2	CONSTRUCTION ENTRANCE	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.5.4	SILT FENCE	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.5.5	STORM DRAIN INLET PROTECTION	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.5.7	TEMPORARY DIVERSION DIKE	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.5.8	TEMPORARY FILL DIVERSION	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.5.14	TEMPORARY SEDIMENT TRAP	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.5.15	TEMPORARY SEDIMENT BASIN	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.5.16	DUST CONTROL	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.5.19	TEMPORARY SEEDING	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.5.20	PERMANENT SEEDING	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.5.22	MULCHING	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.5.23	SOIL STABILIZATION BLANKETS & MATTING	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.6.2	SANITARY WASTE MANAGEMENT	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.6.3	SOLID WASTE MANAGEMENT	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.6.4	MATERIAL DELIVERY AND STORAGE	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.6.5	STREET CLEANING / SWEEPING	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.6.6	VEHICLE AND EQUIPMENT FUELING	OMAHA REGIONAL STORMWATER DESIGN MANUAL
9.6.7	SWPPP NOTIFICATION SIGN	OMAHA REGIONAL STORMWATER DESIGN MANUAL

THE OMAHA REGIONAL STORMWATER DESIGN MANUAL CAN BE FOUND AT [HTTP://WWW.OMAHASTORMWATER.ORG](http://www.omahastormwater.org).

BMP RESPONSIBILITY TABLE			
MAJOR ACTIVITY	CONTROL MEASURES	TIMING	RESPONSIBLE PARTY
GRADING	ROCK ACCESS ROAD	PRIOR TO STRIPPING	GENERAL CONTRACTOR
	SILT BASINS	PRIOR TO STRIPPING	GENERAL CONTRACTOR
	SILT FENCE	PRIOR TO STRIPPING	GENERAL CONTRACTOR
	TRASH CONTAINERS	PRIOR TO STRIPPING	GENERAL CONTRACTOR
	RESTROOM FACILITIES	PRIOR TO STRIPPING	GENERAL CONTRACTOR
	FUEL CONTAINMENT	PRIOR TO STRIPPING	GENERAL CONTRACTOR
SEWERS	AREA CLEANUP OF ANY TRACKED MUD/DIRT FROM ADJACENT STREETS	DAILY	GENERAL CONTRACTOR
	USE OF WATER TRUCK TO CONTROL WINDBLOWN DUST	AS OFTEN AS NEEDED AND AS RECOMMENDED BY INSPECTOR	GENERAL CONTRACTOR
PAVING	CONTINUE TO UTILIZE AND MAINTAIN ITEMS LISTED UNDER GRADING CONTROL MEASURES	AS OFTEN AS NEEDED AND AS RECOMMENDED BY INSPECTOR	GENERAL CONTRACTOR
	CLEAN ONSITE PAVEMENT TO REMOVE MUD AND DIRT	AS OFTEN AS NEEDED AND AS RECOMMENDED BY INSPECTOR	GENERAL CONTRACTOR
WATER, POWER, GAS AND UTILITIES	CONTINUE TO UTILIZE AND MAINTAIN ITEMS LISTED UNDER GRADING, SEWERS AND PAVING	AS OFTEN AS NEEDED AND AS RECOMMENDED BY INSPECTOR	GENERAL CONTRACTOR
	CLEAN ONSITE PAVEMENT TO REMOVE MUD/DIRT FROM ADJACENT STREETS	PRIOR TO DISTURBANCE OF LOT	GENERAL CONTRACTOR
BUILDING CONSTRUCTION	PERIODIC STREET SWEEPING TO MANAGE SEDIMENTATION	AS OFTEN AS NEEDED TO PREVENT MIGRATION OF SEDIMENT	GENERAL CONTRACTOR

APPLICANT SWPPP CERTIFICATION			
RALSTON PUBLIC SCHOOLS	JASON_BUCKINGHAM@RALSTONSCHOOLS.ORG	402-331-4700	
BUSINESS NAME	REPRESENTATIVE'S EMAIL ADDRESS	PHONE NUMBER	
JASON BUCKINGHAM	8545 PARK DRIVE		
REPRESENTATIVE'S NAME	ADDRESS	FAX NUMBER	
N/A	RALSTON	NEBRASKA	
PROJECT # ASSIGNED BY APPLICANT	CITY	STATE	
DESIGNER	INSPECTOR		
LAMP RYNEARSON	ROB VANDERVEEN	LAMP RYNEARSON	MATT NELSON
BUSINESS NAME	REPRESENTATIVE'S NAME	BUSINESS NAME	REPRESENTATIVE'S NAME
14710 WEST DODGE RD., STE 100	ROB.VANDERVEEN@LAMPRYNEARSON.COM	14710 WEST DODGE RD., STE 100	MATT.NELSON@LAMPRYNEARSON.COM
ADDRESS	REPRESENTATIVE'S EMAIL ADDRESS	ADDRESS	REPRESENTATIVE'S EMAIL ADDRESS
OMAHA, NE 68114	0121193.01-020	OMAHA, NE 68114	0121193.01-320
CITY, STATE & ZIP CODE	PROJECT # ASSIGNED BY DESIGNER	CITY, STATE & ZIP CODE	PROJECT # ASSIGNED BY INSPECTOR
402-496-2498	402-496-2730	402-496-2498	402-496-2730
PHONE NUMBER	FAX NUMBER	PHONE NUMBER	FAX NUMBER

I HEREBY AGREE TO ACT AS APPLICANT IN ASSOCIATION WITH THIS SWPPP. FURTHERMORE, I CERTIFY UNDER PENALTY OF LAW THE FOLLOWING: (1) THAT, THIS DOCUMENT AND ALL SUPPORTING INFORMATION HAS BEEN PREPARED UNDER MY DIRECTION OR SUPERVISION IN ACCORDANCE WITH A SYSTEM DESIGNED TO ASSURE THAT QUALIFIED PERSONNEL PROPERLY GATHERED AND EVALUATED THE INFORMATION SUBMITTED; (2) THAT, I UNDERSTAND AND AGREE TO ABIDE BY THE TERMS AND CONDITIONS CONTAINED WITHIN THIS STORM WATER POLLUTION PREVENTION PLAN – SITE MAP (SWPPP-SM), THE ASSOCIATED STORM WATER POLLUTION PREVENTION PLAN – NARRATIVE (SWPPP-N), AND THE PCWP GRADING PERMIT TERMS ([HTTP://WWW.PCWPERSIONCONTROL.ORG](http://www.pcwpersioncontrol.org)); (3) THAT, TO THE BEST OF MY KNOWLEDGE AND BELIEF INFORMATION CONTAINED IN THIS SWPPP IS TRUE, COMPLETE, AND ACCURATE; (4) THAT, THE SWPPP HAS BEEN REPRESENTED AND WARRANTED TO CONFORM TO ALL APPLICABLE STANDARDS, CRITERIA, ORDINANCES, LAWS, RULES, AND REGULATIONS ENACTED BY THE [A] PCWP AND ITS MEMBERS, [B] DOUGLAS COUNTY, [C] SARPY COUNTY, [D] STATE OF NEBRASKA, AND [E] UNITED STATES FEDERAL GOVERNMENT; (5) THAT, SOUND AND ESTABLISHED PRACTICES WERE USED FOR THE CREATION OF THIS SWPPP; (6) THAT, I AM OBLIGATED TO ENSURE INSPECTION, REPORTING, AND MAINTENANCE REQUIREMENTS OCCUR UNDER THE TERMS OF THIS SWPPP; (7) THAT, THIS SWPPP WILL BE IMPLEMENTED AS THE FIRST ELEMENT OF CONSTRUCTION; (8) THAT, I SHALL INDemnIFY AND SAVE HARMLESS THE PCWP, ITS MEMBERS, OFFICERS, AGENTS AND EMPLOYEES FROM ALL CLAIMS AND DEMANDS OF EVERY NATURE AND DESCRIPTION GROWING OUT OF THE IMPLEMENTATION OF THIS SWPPP, INCLUDING PERSONAL INJURIES RECEIVED AND ALL PROPERTY DAMAGE SUSTAINED; (9) THAT, I WILL RETAIN THE SERVICES OF THE AFOREMENTIONED DESIGNER AND INSPECTOR, TO PROVIDE ALL DESIGN AND INSPECTION DUTIES ASSOCIATED WITH THIS SWPPP, THROUGH A CONTRACTUAL AGREEMENT FOR THE LIFE OF THE SWPPP; AND (10) THAT, CORRECTIONS OF DEFECTS AND DEFICIENCIES IN DESIGN, CONSTRUCTION, INSPECTION, IMPLEMENTATION, AND TESTING SHALL BE WITHOUT EXPENSE TO THE PCWP AND ITS MEMBERS, OFFICERS, AGENTS AND EMPLOYEES AND SHALL BE MY OBLIGATIONS WHILE ACTING AS APPLICANT.

APPLICANT'S SIGNATURE	DATE
-----------------------	------

SITE INFORMATION			
JUNE 2022	OMA-20220330-6368-GP1	TBD	
ESTIMATED START DATE	PCWP PROJECT NUMBER	NDEQ NOI NUMBER	
MOCKINGBIRD ELEMENTARY	5100 S 93RD STREET		
PROJECT NAME	ADDRESS		
N/A	N/A	OMAHA	DOUGLAS
SUBDIVISION NAME	S&ID #	CITY	COUNTY
41.206266	-96.057186	NEBRASKA	68127
LATITUDE	LONGITUDE	STATE	ZIP CODE
TOTAL SITE AREA [ACRES]	7.51	ESTIMATED PERMIT DURATIONS [MONTHS]	36
DISTURBED AREA [ACRES]	6.95	CUT VOLUME [YD^3]	44,000*
UNDISTURBED AREA [ACRES]	0.56	FILL VOLUME [YD^3]	4,000*
IMPERVIOUS AREA BEFORE CONSTRUCTION [%]	37	RUNOFF COEFFICIENT BEFORE CONSTRUCTION	0.75
IMPERVIOUS AREA AFTER CONSTRUCTION [%]	40	RUNOFF COEFFICIENT AFTER CONSTRUCTION	0.76

*NOTE: CUT AND FILL QUANTITIES SHOW ARE APPROXIMATE AND ARE FOR PERMITTING PURPOSES ONLY. THE CONTRACTOR SHALL PERFORM HIS OWN TAKEOFF TO DETERMINE AN ACCURATE QUANTITY FOR BIDDING.

OMA-20220330-6368-GP1

THIS WORK SHALL BE PERFORMED UNDER THE AUTHORIZATION OF THE EXISTING GRADING PERMIT OMA-20220330-6368-GP1 AND ASSOCIATED NPDES PERMIT NR210000. WEEKLY AND RAINFALL EVENT INSPECTIONS WILL BE CONDUCTED BY LAMP RYNEARSON UNDER THE AUTHORITY OF THE EXISTING PERMIT HOLDER AND POSTED ON THE OMAHA PUBLIC WORKS WEBSITE.

PROJECT TEAM

ARCHITECTURE + INTERIORS

BCDM ARCHITECTS
1015 North 98th Street, Suite 300
Omaha, NE 68114

CIVIL ENGINEER

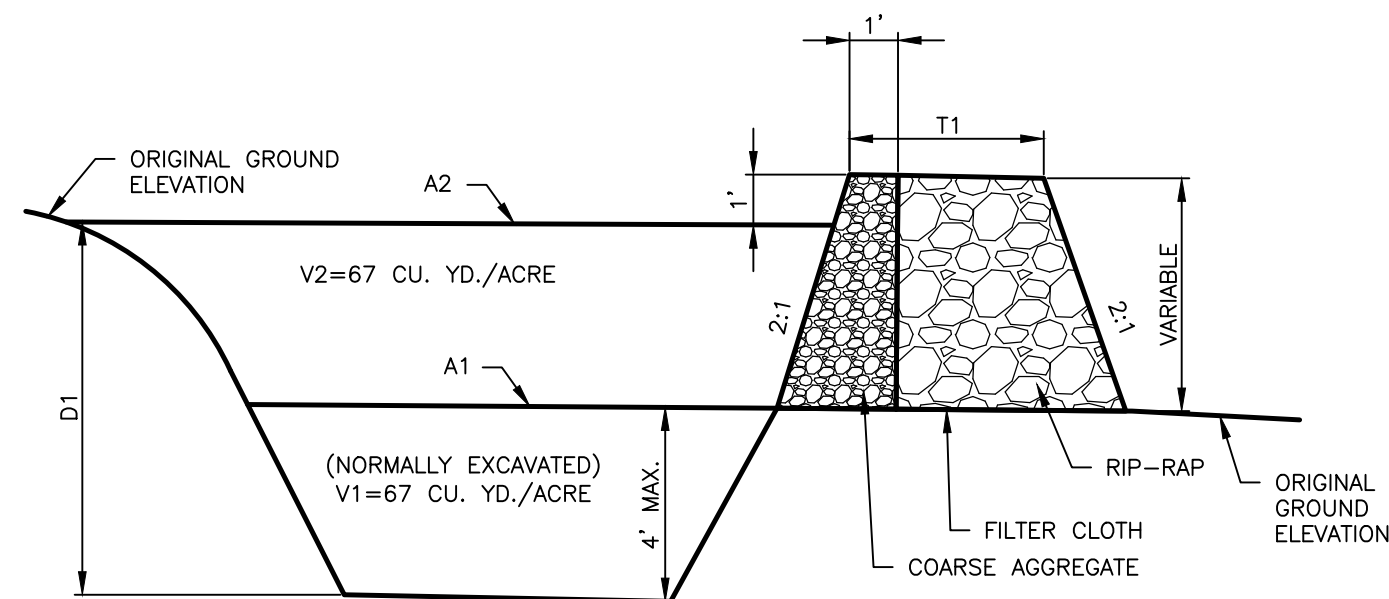
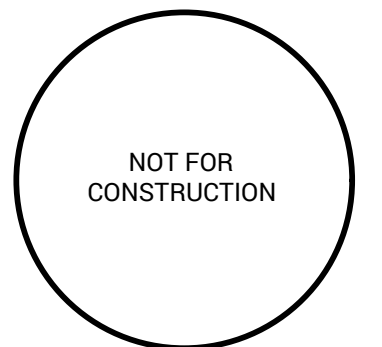
LAMP RYNEARSON
14710 W. Dodge Rd #100,
Omaha, NE 68114

STRUCTURAL ENGINEER

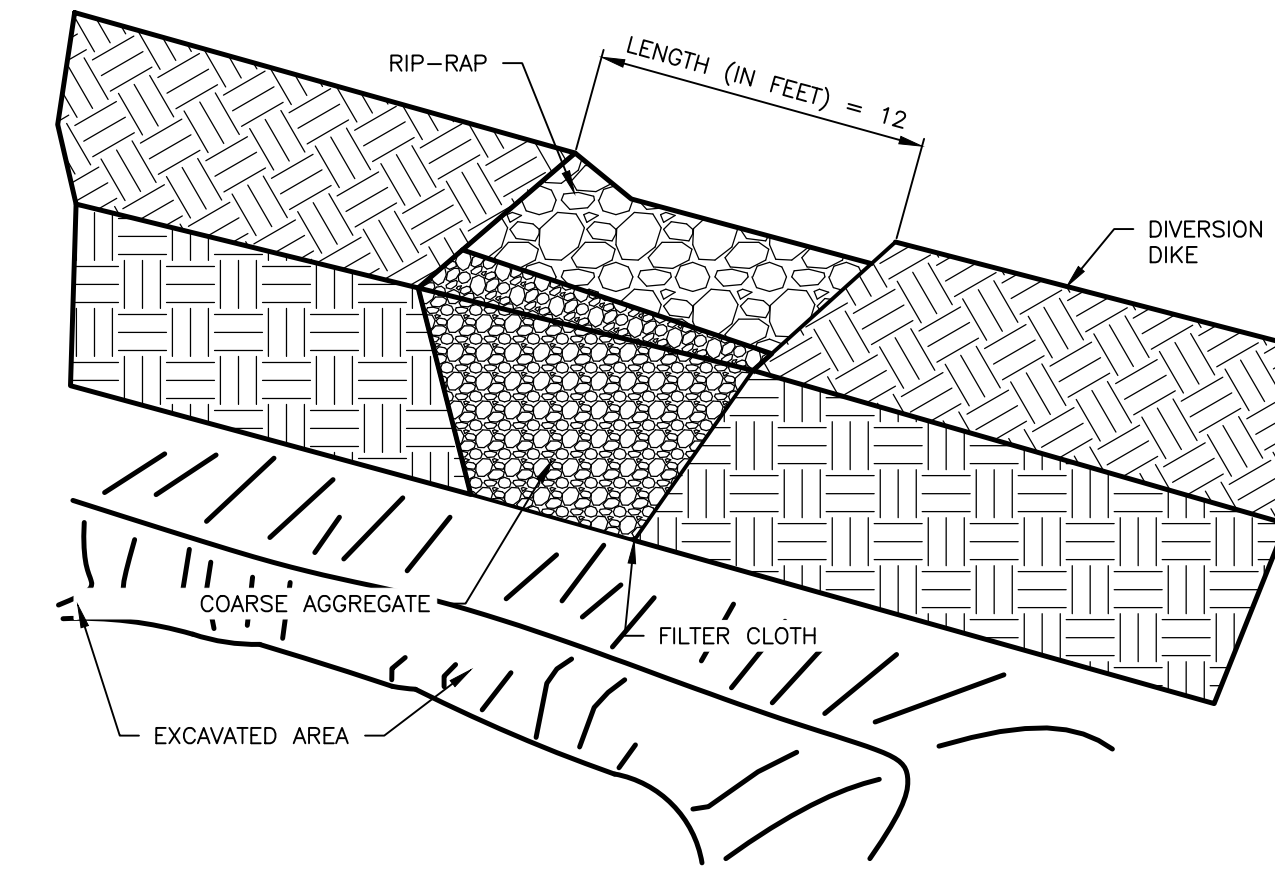
BCDM ARCHITECTS
1015 North 98th Street, Suite 300
Omaha, NE 68114

MECHANICAL + ELECTRICAL ENGINEER

ALVINE ENGINEERING
1201 Cass Street
Omaha, NE 68102

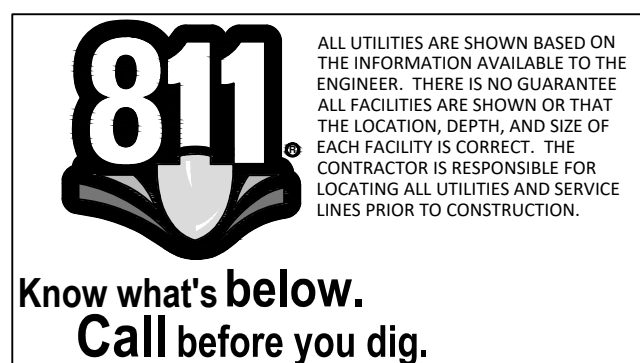


CROSS SECTION



PERSPECTIVE VIEW

C1-5 TEMPORARY SEDIMENT TRAP OUTLET DETAIL
SCALE: NOT TO SCALE
OMAHA REGIONAL STORMWATER SEDIMENT TRAP FIGURE 9-26



DESIGNER / DRAFTER FOR REVISIONS	DATE
REVIEWER JAC. ZACH	DATE
PROJECT NUMBER 0121193-020	DATE
MAY 6, 2022	

LAMP RYNEARSON
LAMPRYNEARSON.COM

RPS - MOCKINGBIRD ELEMENTARY SCHOOL

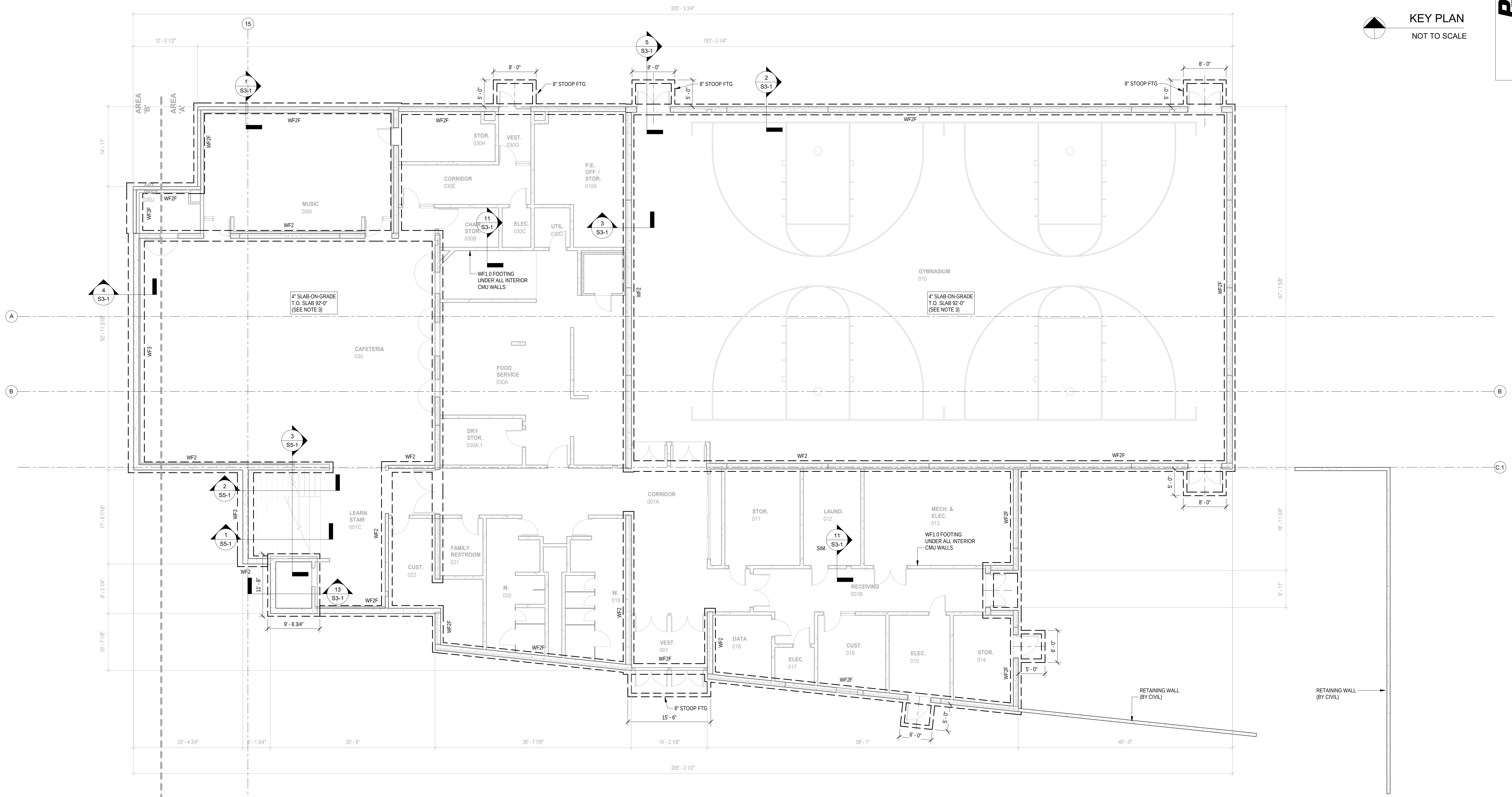
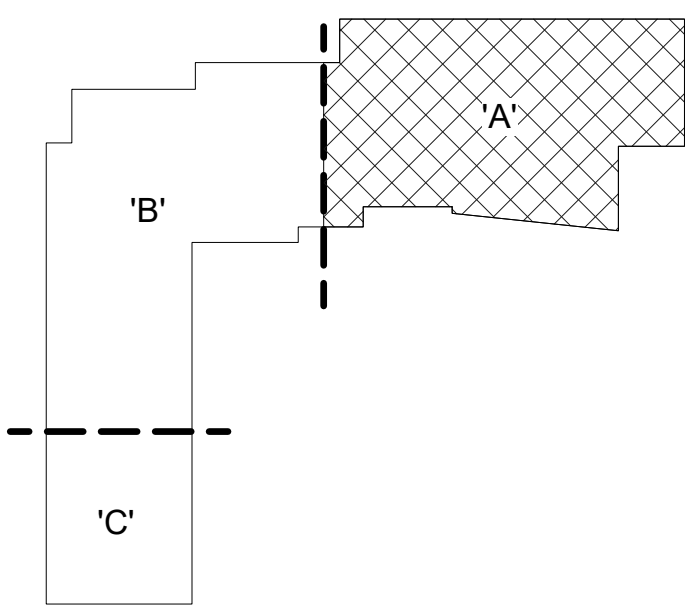
5100 S 93RD ST, OMAHA, NE 68127

RALSTON PUBLIC SCHOOLS

GRADING AND SWPPP NOTES

C1-5

GRADING & GEOPIER PACKAGE
BCDM NO. 5410-02
MAY 6, 2022

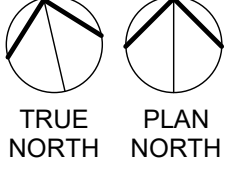


FOOTING SCHEDULE

MARK	SIZE (LxWxD')	REINFORCING
F3	3'-0"x3'-0"x1'-4"	(4) #5 BARS EA. WAY BOT.
F3F	3'-0"x3'-0"x3'-6"	(4) #5 BARS EA. WAY T&B
F4	4'-0"x4'-0"x1'-4"	(5) #5 BARS EA. WAY BOT.
F4F	4'-0"x4'-0"x3'-6"	(5) #5 BARS EA. WAY T&B
WF1.67F	CONT. X1'-9"x3'-6"	(2) #5 BARS CONT. T&B #4 TIES @ 18" O.C.
WF1.67	CONT. X1'-9"x1'-0"	(2) #5 BARS CONT. #5 BARS @ 18" O.C. BOT.
WF2F	CONT. X2'-0"x3'-6"	(3) #5 BARS CONT. T&B #4 TIES @ 18" O.C.
WF2	CONT. X2'-0"x1'-0"	(3) #5 BARS CONT. #5 BARS @ 18" O.C. BOT.
WF3F	CONT. X3'-0"x3'-6"	(4) #5 BARS CONT. T&B #4 TIES @ 12" O.C.
WF3	CONT. X3'-0"x1'-4"	(4) #5 BARS CONT. #5 BARS @ 12" O.C. BOT.

- PLAN NOTES:
- TOP OF FOOTING ELEVATION IS 91'-4" UNLESS NOTED OTHERWISE.
 - FOUNDATIONS DESIGN IS BASED ON AN EQUIVALENT ALLOWABLE BEARING PRESSURE OF 5,000 PSF OBTAINED THRU USE OF GEPIER ELEMENTS FROM GROUND IMPROVEMENT ENGINEERING. DESIGN OF RAMMED AGGREGATE PIERS (GEPIERS) SHALL BE DESIGNED BY SUPPLIER WITH STAMPED DESIGN CALCULATIONS AND LAYOUT TO BE PART OF PROJECT SUBMITTALS.
 - 4" THICK NORMAL WEIGHT CAST-IN-PLACE CONCRETE SLAB ON GRADE WITH 6#6-W2.1xW2.1 WELDED WIRE FABRIC REINFORCING ON 15 MIL CLASS A VAPOR BARRIER AND 4" COMPACTED GRANULAR FILL. TOP OF SLAB ELEVATION IS 92'-0" UNLESS NOTED OTHERWISE (CIVIL ELEVATION 1225.25). CONTRACTOR TO COORDINATE WITH ARCHITECTURAL FOR DEPRESSED SLAB AREAS. PROVIDE FLOOR SLAB CONTROL AND CONSTRUCTION JOINTS PER DETAILS 1 & 2/3/4 AT SPACING LISTED ON THE GENERAL STRUCTURAL NOTES. COORDINATE FLOOR SLAB CONTROL AND CONSTRUCTION JOINTS AT EXPOSED CONCRETE AREAS WITH ARCHITECTURAL FLOOR FINISH PLAN. COORDINATE DEPRESSED SLAB AREAS REQUIREMENTS WITH ARCHITECTURAL.
 - COORDINATE STAIRS AND LANDINGS WITH STAIR FABRICATOR.
 - CONTRACTOR SHALL VERIFY STOOP FOOTING DIMENSIONS SHOWN WITH ARCHITECTURAL.

DRAWINGS ARE BEING
ISSUED FOR RAMMED
AGGREGATE PIERS
ONLY. FOUNDATIONS
SHOWN ARE FOR
INFORMATION ONLY.



MOCKINGBIRD
ELEMENTARY
SCHOOL

5100 S 93RD ST.
OMAHA, NE 68127

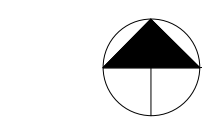
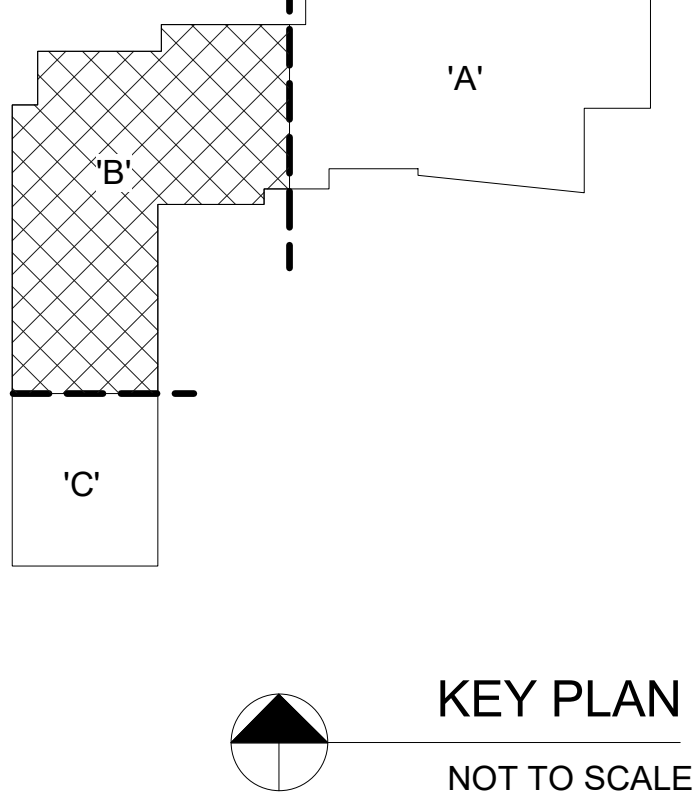
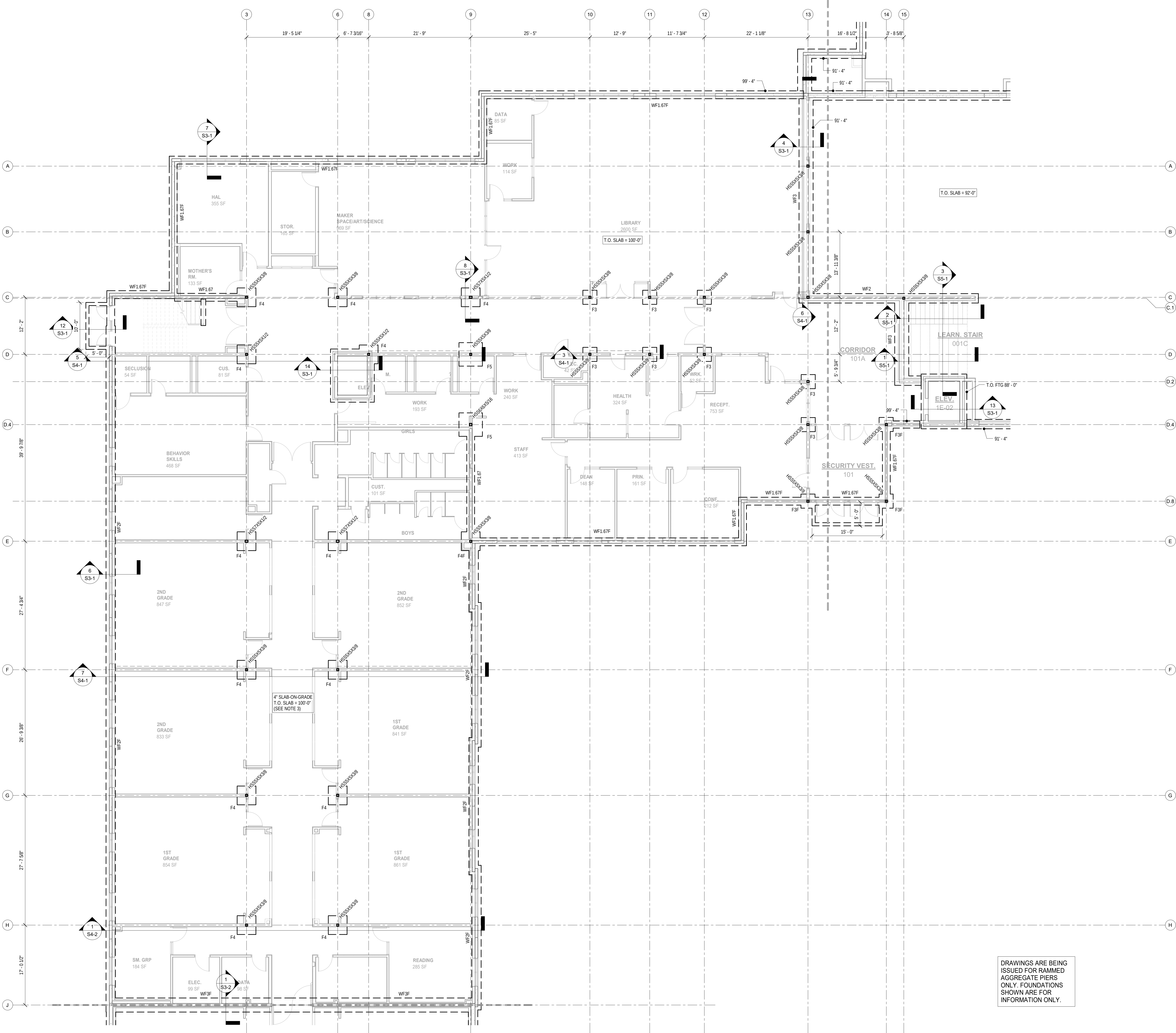
RALSTON PUBLIC
SCHOOLS

FOUNDATION PLAN -
AREA 'A'

S1-0A

LEFT BINDING EDGE

5/6/2022 4:39:34 PM



KEY PLAN
NOT TO SCALE

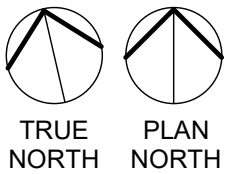
FOOTING SCHEDULE

MARK	SIZE (L'xW'xD')	REINFORCING
F3	3'-0"x3'-0"x1'-4"	(4) #5 BARS EA. WAY BOT.
F3F	3'-0"x3'-0"x3'-6"	(4) #5 BARS EA. WAY TAB
F4	4'-0"x4'-0"x1'-4"	(5) #5 BARS EA. WAY BOT.
F4F	4'-0"x4'-0"x3'-6"	(5) #5 BARS EA. WAY TAB
WF1.67F	CONT. X1'-8"x3'-6"	(2) #5 BARS CONT. TAB #4 TIES @ 18" O.C.
WF1.67	CONT. X1'-8"x1'-0"	(2) #5 BARS CONT. W #5 BARS @ 18" O.C. BOT.
WF2F	CONT. X2'-0"x3'-6"	(3) #5 BARS CONT. TAB #4 TIES @ 18" O.C.
WF2	CONT. X2'-0"x1'-0"	(3) #5 BARS CONT. #5 BARS @ 18" O.C. BOT.
WF3F	CONT. X3'-0"x3'-6"	(4) #5 BARS CONT. TAB #4 TIES @ 12" O.C.
WF3	CONT. X3'-0"x1'-4"	(4) #5 BARS CONT. #5 BARS @ 12" O.C. BOT.

PLAN NOTES:

- TOP OF FOOTING ELEVATION IS 99'-4" UNLESS NOTED OTHERWISE.
- FOUNDATIONS DESIGN IS BASED ON AN EQUIVALENT ALLOWABLE BEARING PRESSURE OF 5,000 PSF OBTAINED THRU USE OF GEOPHER ELEMENTS FROM GROUND IMPROVEMENT ENGINEERING. DESIGN OF RAMMED AGGREGATE PIERS (GEOPHERS) SHALL BE DESIGNED BY SUPPLIER WITH STAMPED DESIGN CALCULATIONS AND LAYOUT TO BE PART OF PROJECT SUBMITTALS.
- 4" THICK NORMAL WEIGHT CAST-IN-PLACE CONCRETE SLAB ON GRADE WITH 6x6-W2.1XW2.1 WELDED WIRE FABRIC REINFORCING ON 15 MIL CLASS A VAPOR BARRIER AND 4" COMPACTED GRANULAR FILL. TOP OF SLAB ELEVATION IS 100'-0" UNLESS NOTED OTHERWISE (CIVIL ELEVATION 1225.25). CONTRACTOR TO COORDINATE WITH ARCHITECTURAL FOR DEPRESSED SLAB AREAS. PROVIDE FLOOR SLAB CONTROL, AND CONSTRUCTION JOINTS PER DETAILS 1 & 2/S03.00 AT SPACING LISTED ON THE GENERAL STRUCTURAL NOTES. COORDINATE FLOOR SLAB CONTROL, AND CONSTRUCTION JOINTS AT EXPOSED CONCRETE AREAS WITH ARCHITECTURAL FLOOR FINISH PLAN. COORDINATE DEPRESSED SLAB AREAS REQUIREMENTS WITH ARCHITECTURAL.
- COORDINATE STAIRS AND LANDINGS WITH STAIR FABRICATOR.
- CONTRACTOR SHALL VERIFY STOOP FOOTING DIMENSIONS SHOWN WITH ARCHITECTURAL.

DRAWINGS ARE BEING
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AGGREGATE PIERS
ONLY. FOUNDATIONS
SHOWN ARE FOR
INFORMATION ONLY.



TRUE
NORTH

PLAN
NORTH

1 FOUNDATION PLAN - AREA 'B'
S1-1B 1/8" = 1'-0" 0' 8' 16'

PROJECT
TEAM
ARCHITECTURE + INTERIORS
BCDM ARCHITECTS
1015 North 98th Street, Suite 300
Omaha, NE 68114
CIVIL ENGINEER
LAMP RYNEARSON
14710 West Dodge Road, Suite 100
Omaha, NE 68154
STRUCTURAL ENGINEER
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1015 North 98th Street, Suite 300
Omaha, NE 68114
MECHANICAL + ELECTRICAL
ENGINEER
ALVINE ENGINEERING
1201 Cass Street
Omaha, NE 68102
ACOUSTICAL ENGINEER
ALVINE ENGINEERING
1201 Cass Street
Omaha, NE 68102

MOCKINGBIRD
ELEMENTARY
SCHOOL

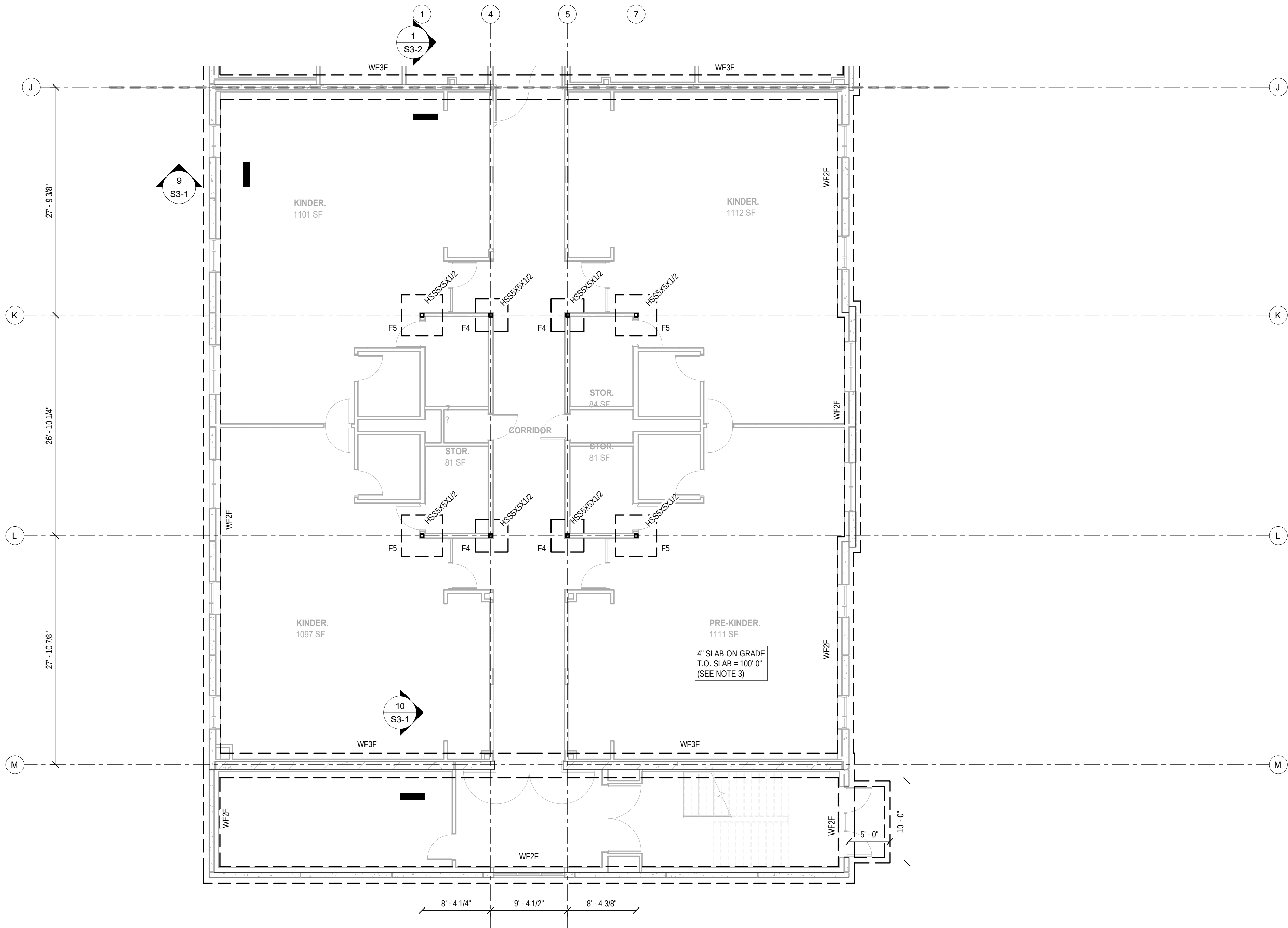
5100 S 93RD ST.
OMAHA, NE 68127

RALSTON PUBLIC
SCHOOLS

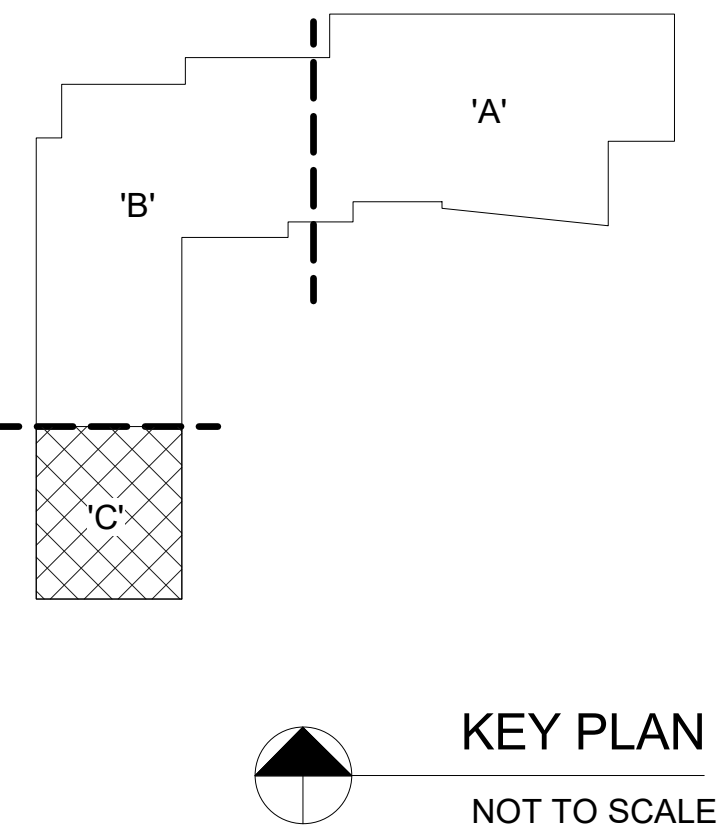
FOUNDATION PLAN -
AREA 'B'

S1-1B

GRADING & GEOPIER PACKAGE
BCDM NO. 5410-02
MAY 6, 2022



DRAWINGS ARE BEING
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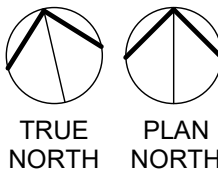
PERFORMANCE Engineering
11811 Ford Street, Suite 104 - Omaha, NE 68164
(402) 343-3860 Fax: (402) 343-3861
PE # 220143

PROJECT TEAM
ARCHITECTURE + INTERIORS
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1201 Cass Street
Omaha, NE 68102
ACOUSTICAL ENGINEER
ALVINE ENGINEERING
1201 Cass Street
Omaha, NE 68102

FOOTING SCHEDULE

MARK	SIZE (L'xW'xD')	REINFORCING
F3	3'-0"x3'-0"x1'-4"	(4) #5 BARS EA. WAY BOT.
F3F	3'-0"x3'-0"x3'-6"	(4) #5 BARS EA. WAY TAB
F4	4'-0"x4'-0"x1'-4"	(5) #5 BARS EA. WAY BOT.
F4F	4'-0"x4'-0"x3'-6"	(5) #5 BARS EA. WAY TAB
WF1.67F	CONT. X1'-8"x3'-6"	(2) #5 BARS CONT. TAB #4 TIES @ 18" O.C.
WF1.67	CONT. X1'-8"x1'-0"	(2) #5 BARS CONT. W #5 BARS @ 18" O.C. BOT.
WF2F	CONT. X2'-0"x3'-6"	(3) #5 BARS CONT. TAB #4 TIES @ 18" O.C.
WF2	CONT. X2'-0"x1'-0"	(3) #5 BARS CONT. #5 BARS @ 18" O.C. BOT.
WF3F	CONT. X3'-0"x3'-6"	(4) #5 BARS CONT. TAB #4 TIES @ 12" O.C.
WF3	CONT. X3'-0"x1'-4"	(4) #5 BARS CONT. #5 BARS @ 12" O.C. BOT.

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 - COORDINATE STAIRS AND LANDINGS WITH STAIR FABRICATOR.
 - CONTRACTOR SHALL VERIFY STOOP FOOTING DIMENSIONS SHOWN WITH ARCHITECTURAL.



MOCKINGBIRD
ELEMENTARY
SCHOOL

5100 S 93RD ST,
OMAHA, NE 68127

RALSTON PUBLIC
SCHOOLS

FOUNDATION PLAN -
'AREA 'C'

S1-1C

GRADING & GEOPIER PACKAGE
BCDM NO. 5410-02
MAY 6, 2022

Douglas County Family Resource Center Project: Environmental Scan

Community Needs & Assets, Barriers, and Potential Solutions



OMNI

899 Logan Street, Ste 600

Denver, CO 80203

303.839.9422

omni.org

Douglas County Family Resource Center Project: Environmental Scan

Community Needs & Assets, Barriers, and
Potential Solutions

Submitted to:

Kim Hawekotte, J.D.- Douglas County, Nebraska

and Erin Bock; Kerri Sanchez- The Sherwood Foundation

June, 2021

Author(s): Megan Davidson, PhD; Melissa Richmond, PhD; Stacie Hanson, Jenna Matthews, Ailala Kay

For More Information: Megan Davidson, PhD- mdavidson@omni.org; (303) 839-9422 x 144

Introduction

While issues facing youth and families in Douglas County have been a central concern of community stakeholders for many years, recent discussions around the absence of an effective early intervention and prevention system sparked momentum to explore the possibility of developing a Family Resource Center (FRC) type of model in this area. These discussions began in mid-late 2020 and focused mostly on the issue of chronic absenteeism and truancy as a critical point of early intervention for at-risk youth and families. However, there was also a desire to broaden the focus to truly understand the unmet needs of youth and families in Douglas County, explore ways to leverage existing resources and infrastructure, and discover what might be missing from that equation, to better meet those needs.

In November of 2020, Douglas County and the Sherwood Foundation partnered with OMNI Institute to take a deep dive into existing research and community needs, assets, and barriers in a way that would provide stakeholders with the information needed to determine a path forward to improve service delivery for youth and families in this community. To accomplish these goals, OMNI developed a three-phased approach to this project. The first phase has involved the collection and review of relevant information, data, and literature culminating in this Environmental Scan document that will be shared with stakeholders to guide future planning and decision-making efforts. In the second phase, OMNI will engage in a collaborative process with stakeholders to develop an agreed-upon Action Plan that outlines sequenced steps required to implement the path forward (FRC or other solution). It is anticipated that this action plan will include resources needed to complete each step in the process, persons responsible for completing the actions, proposed timelines, and other key components that will result in clarity of roles and responsibilities. Finally, in the third phase, OMNI will specify an evaluation framework and plan to ensure there is a clearly articulated approach for assessing whether planned efforts are happening as intended, whether course correction and adjustments are needed, and eventually, whether and how efforts are leading to the desired outcomes.

Approach & Methods

The goal of the environmental scan was to synthesize information on: (a) current needs of youth and families in Douglas County; (b) community assets and gaps; and (c) effective models, practices, and programs to intervene early to prevent system involvement. To achieve these objectives, OMNI used a multi-method approach that included: document and data review; facilitated discussion; stakeholder interviews; and literature review. Each of these methods is briefly described below.

- **Document and data review.** Douglas County representatives provided OMNI with documents, meeting notes, and reports that included information on prior work in the County on issues related to youth system involvement as well as school-level data on suspensions, absenteeism, truancy, and referrals. These resources were catalogued and reviewed to better understand youth and family needs and community strengths and systems-level gaps.
- **Literature review.** OMNI reviewed literature on Family Resource Center Models and other effective strategies and practices that prevent downstream formal system involvement.
- **Facilitated discussions.** Key representatives from local government, education, child welfare, juvenile justice, and social services were invited to be part of an advisory 'Think Tank' for the project. In late April 2021, OMNI facilitated a virtual discussion with this group that included

conversation about youth and family systems-level service and support needs, strengths and gaps in youth- and family-serving organizational collaborations, and potential needs by specific groups and geographic areas.

- **Stakeholder interviews.** Members of the advisory 'Think Tank' group (n=7) completed an online survey to identify and prioritize organizational representatives for the stakeholder interviews. The purpose of the interviews was to gather perspectives from key community leaders who could speak to the needs of local youth and families and to provide perspective on gaps that could be filled by a Family Resource Center or other model. To conduct the interviews, OMNI developed a semi-structured interview guide with supplemental questions to ask specifically of organizations providing direct services to youth and families. In total, OMNI conducted 10 key informant interviews and one focus group (involving five school social workers) with representatives from the following agencies and organizations:

	Programs	Type of Services
Community Resource 	Latino Center Family and Community Department	Case Management/Navigation/Referrals
	Douglas County Community Response	Navigation and Referrals
	Nebraska Family Support Network	Mentoring/Navigation/Referrals
	Nebraska Family Helpline	Navigation and Referrals
	Urban League	Navigation/Referrals/Mentoring/Case Management
Child Welfare 	DHHS Intensive Family Preservation	Case Management/In-Home Services
Education 	GOALS	Case Management
	Douglas County School Social Workers	Navigation and Referrals
Juvenile Justice 	JAC	Assessment/Case Management/Referrals
	Douglas County Attorney	Adjudication/Referrals

Across data sources, OMNI synthesized the information to generate a summary of youth and family needs in Douglas County; community assets; systems barriers and gaps in services; and potential solutions, including specification of core components and potential pathways to developing an FRC in Douglas County.

Youth & Family Needs

Basic Needs

The needs of youth and families in Douglas County are complex and multi-faceted. At the foundation, stakeholders discussed how some families in Douglas County are still struggling with meeting basic needs, such as housing, employment, and food security. Although the unemployment rate is relatively low in Douglas County at 3%,ⁱ underemployment is a salient concern with approximately 12% of residents living below the poverty lineⁱⁱ and nearly 14% of families experiencing food insecurity.ⁱⁱⁱ These struggles have only worsened since the COVID-19 pandemic.

Considering the number of families struggling to meet basic needs, one interviewee expressed concern that resources were not being adequately allocated to emergency services. In recent roundtables held by Operation Youth Success, parents shared their greatest need was access to financial resources and an easy way to connect to existing services.^{iv} To further illustrate this point, approximately 27% of families calling the Nebraska

Family Helpline between 2018-2020 requested Basic Needs support.^v From the perspective of stakeholders, the issue of basic needs is two-fold in that not only are there limited direct support services available in the community, but families are often unaware of what resources are available to them until their circumstances escalate to a crisis warranting a call to the Helpline or they become formally system-involved.

Transportation was another primary basic need discussed by most stakeholders. One interviewee explained that lack of transportation is a deep-rooted problem that impacts so many areas of a youth or family's life, and it "can't be solved with random bus tickets" especially since public transportation in the area is limited. A lack of reliable transportation impacts a family's ability to take their children to school, go to court hearings, and access much-needed services.

Mental and Behavioral Health Needs

In addition to those basic foundational needs, stakeholders also discussed the varying mental and behavioral health needs of children and youth that are not being met. Almost all stakeholders said that families struggle to find high-quality mental health care for their children, both due to a lack of availability or inability to pay. Most providers also work M-F 9-5, which does not work well for families who can't easily take time off work during traditional business hours.

Stakeholders also discussed the gap in services for youth with more severe mental health diagnoses and for those who need trauma-informed care. There is a shortage of child psychiatrists in Douglas County

12% of residents living below the poverty line.



14% of families experiencing food insecurity.



and a long waiting list for in-patient mental health treatment. In addition, placement options are limited for youth with significant mental health issues or a history of violence.

This gap in mental health services is especially severe for families who do not speak English, and stakeholders indicated that in general there is a lack of culturally responsive mental health services. Youth participating in roundtable discussion with Operation Youth Success said that they wanted therapists who reflected their community.^{vi} Stakeholders also surfaced that there may be an issue of trust with providers, and they shared that families are not often given the autonomy to change providers if they are determined to not be a good fit. According to stakeholders, families want and deserve choice in their provider network.



The need for mental health services is supported by community data. According to the 2018 Child & Adolescent Health Needs Assessment (Professional Research Consultants [PRC], 2018):

Eighty percent of key informants surveyed for the Child & Adolescent Health Needs Assessment (PRC,

- ◀ 14.8% of Omaha Metro Area parents reported that their children (ages 5-17) needed mental health services.
- ◀ 13.8% reported their children received mental health services.
- ◀ Approximately 11% reported that their children have been prescribed medication for mental health concerns.
- ◀ “Mental Health” also represented the top requested referral among families calling the Nebraska Family Helpline, with over 40% of families requesting this type of assistance.

2018) agreed that children’s mental and emotional health was a “major problem” for the Omaha Metro Area. The top concerns identified by participants are highlighted in the figure above.

Parent Engagement and Family Relationships

Stakeholders discussed the importance of empowering parents who are “system-fatigued.” They may be struggling to meet their family’s basic needs and address their children’s mental and behavioral health issues. Instead of services within the formal systems, which may be viewed as punitive, families need holistic support that empowers them to better parent and advocate for their children. Parent education and support was the top referral made to families calling the Nebraska Family Helpline between 2018-2020, with over 50% of families being referred for this type of service.^{vii}

Stakeholders from within the formal juvenile justice and child welfare systems explained that by the time families reach those systems, relationships between parents and adolescent children are fraught with conflict. According to one stakeholder, many parents are “fed up with teenagers whose behaviors are out of control.” Stakeholders shared that many parents just “want the child out of the house,” but they don’t necessarily qualify for that level of intervention, underscoring the need for stronger parental support and informal short-term respite care. Other stakeholders agreed that by the time families reach the point of formal system intervention, there are parents who won’t respond to services because they want the child removed from the home making it very difficult to meaningfully engage them in the service plan especially if it is not court-ordered.

“The way we do services is just as important as the services themselves.”

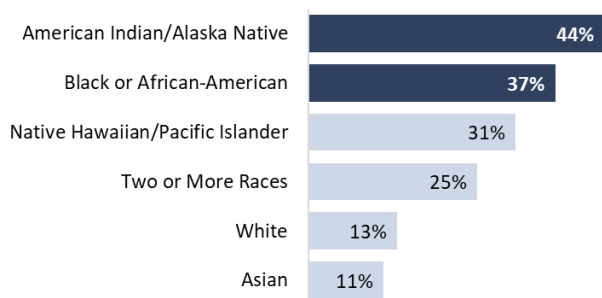
Chronic Absenteeism and Truancy

Almost all stakeholders discussed the tricky issue of chronic absenteeism. There is no single solution to keeping youth in school—every youth and family is unique, and at the heart of the issue is the fact that you simply cannot force a teenager to go to school. Sometimes families do not prioritize school attendance, but often absenteeism is one among many outcomes that result when families struggle to meet basic needs. Absenteeism can result from lack of child-care, inadequate transportation, or other factors that make it difficult for children to get to school.

As with other issues, prevention and early intervention is the key. Educational neglect cases for children under age 12 often turn into truancy cases in the future if the problem is not solved. Once a truancy case is filed, schools have often tried multiple solutions, so it’s important for schools to collaborate with families early to keep kids interested in school. Stakeholders explained that truancy is often a gateway to other delinquency issues, because if kids aren’t in school, they’re more likely to “get into trouble.” Thus, preventing chronic absenteeism is an important component to creating and sustaining a community of thriving youth and families.

In the 2018-2019 school year, 19,910 students in Douglas County experienced chronic absenteeism (more than 15 absences), representing nearly 21% of the student population. Over one-third of students missed more than ten days and approximately 13% had more than 20 absences. These numbers illustrate the prevalence of absenteeism in Douglas County. The figures below show the demographic distribution of chronic absenteeism in the county. ^{viii}

Chronic absenteeism data in Douglas County from 2018-2019 shows a large percentage of American Indian/Alaskan Natives, and Black or African American youth are at-risk.



75% live in Poverty



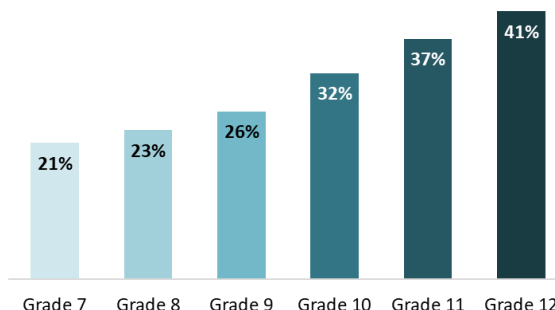
25% are in special education

*Chronic absenteeism is defined as missing 15+ days in a school year.

An equal proportion of males and females experienced chronic absenteeism, and the prevalence of chronic absenteeism increased with each grade level.



20% of males and females presented chronic absenteeism



As noted in the figures above, there is a strong link between living in an economically insecure household and chronic absenteeism. Overall, nearly 48% percent of enrolled students were living in poverty (Black students were overrepresented in this population as well with 80% falling into this category), but when looking at those youth experiencing chronic absenteeism, approximately 75% were living in poverty. This suggests that youth from lower income families are at a greater risk for chronic absenteeism.^{ix}

The JAC administers the Absenteeism Intervention Management (AIM) tool to assess youth who are referred for truancy. The AIM tool was designed to identify reasons for absenteeism and family needs so that the JAC can match the services to meet those needs. Below represents findings from analysis of 2018-2019 AIM data conducted by **Category One Consulting**, which indicated the following top ten factors contributing to formal truancy filings^x:

- 1 Parents unable/unwilling to enforce expectations
- 2 Morning routine (alarm clock, no monitoring)
- 3 Parents not assisting with school expectations
- 4 Student refuses to get up or attend school
- 5 Student not reporting whereabouts to parents
- 6 Student had history of absenteeism prior year
- 7 Student has mental health needs
- 8 Student is behind on course credits
- 9 Student is skipping class but in building
- 10 Student has special education needs

These factors and causes for formal truancy filings demonstrate the importance of early intervention for chronic absenteeism, for bridging the gaps between schools and youth and their families. According to data from the JAC, in 2018-19, the Douglas County Attorney's Office received 1,458 truancy filings. However, almost none of these filings ever make it to a formal court proceeding because the County Attorney referred them for diversion to the JAC and recommended no further action. Of these cases, 296 involved youth under age 12 and were related to educational neglect. Recent trends show that formal truancy referrals have been increasing for 12- and 13-year-olds, from 135 in 2015-16 to 238 in 2018-19.^{xi}

The GOALS Center was created to be a central provider to address root causes of absenteeism—a hub-and-spokes navigation model—but it has evolved into providing more direct case management services, and they do not have the capacity and resources to serve all students who need them. In 2019-2020, GOALS served 161 students from 57 schools across 9 districts. This number was down from 200 students in 2018-2019, although referrals from schools could have been impacted by COVID-19. It is important to note that GOALS can only operate as intended if given adequate and appropriate referrals from schools, and not all schools in the community are taking advantage of this asset. That said, GOALS alone does not have the capacity to serve all youth in the County experiencing absenteeism and truancy issues.

According to stakeholder interviews, a commitment to truancy prevention varies by school and district. Schools make the final decision of how to deal with chronic absenteeism—the state does not provide consistent oversight over referrals for services or truancy filings or data tracking. It's up to the individual school how they handle cases of chronic absenteeism among their students—with some schools being more committed to engaging youth and families than others. Schools also have individual relationships with specific service providers, and there is no broad connected network between providers and schools.

Continuum of Services & Navigation

Families have unique and individualized needs, and there is not a formalized continuum of care to meet these needs, particularly for at-risk families that are not currently system involved. A theme that emerged from the interviews is that services are more readily available once a family becomes involved in the child welfare and/or juvenile justice systems, but early intervention and prevention services are limited. Several stakeholders discussed the need for short-term interventions to relieve family stress or pressure

to prevent these situations from escalating to the point of system intervention. For example, when fighting between parents and an adolescent has reached a crisis point, families may need respite care—a safe place for the youth to stay for a few days so everyone can cool off and come to a solution. Currently, respite care is not available without formal entry into the child welfare or juvenile justice system.

One particular challenge raised by stakeholders is that many youth and families in the community are largely unaware of the services that are available to them until they come into contact with a formal system of intervention. To some degree, even service providers are not fully aware of other available services in the community and at times those responsible for connecting families to services have referral preferences. These circumstances culminate in an underutilization of existing services and a disruption of the continuum of services.

Stakeholders discussed the need for a central hub (both in-person and online) where families can go for direct services, referrals, and system/service navigation, especially prior to formal system involvement. Families need advocates to help them navigate the formal systems of juvenile justice and child welfare, and they also need assistance in accessing the siloed network of service providers throughout the County. Douglas County Community Response fills a navigator role now, but it is not a centralized hub. Rather, its navigators are trained and housed in different service providers and agencies. They also fill a short-term referral and connection role; they do not have long-term case management relationships with families. Not all families need long-term assistance, but there should be a continuum of services available prior to formal system involvement. Stakeholders felt strongly that youth and families should not need a child protection referral or a delinquency filing to access much-needed services.

While some families need short-term solutions or infrequent service referrals, other families, many dealing with entrenched intergenerational poverty, need long-term services that couple evidence-based practices with concrete basic needs. Several stakeholders mentioned a desire to provide more intensive and longer-term services to families, but their scope and funding are limited. Currently such family preservation services are only available to families with a child welfare referral. Other stakeholders acknowledged that many families just need a support system—wraparound services and/or pro-social services that are strengths-based rather than punitive in nature.

Community Assets

Every interviewee was quick to acknowledge that Douglas County has a rich well of resources, funding, organizations, and practitioners devoted to helping youth and families thrive. In particular, the formal juvenile justice and child welfare systems are well-versed at collaboration and coordination with each other and with community organizations to best meet the needs of youth and families. As mentioned previously, youth and families are generally able to access more resources when they become formally child welfare and/or juvenile justice system involved.

The interviews with Douglas County stakeholders revealed an array of services available to families, a wealth of knowledge and commitment, and a willingness to collaborate and find solutions to longstanding social problems. While there are many community organizations serving youth and families in Douglas County, the purpose of this section of the report is not to identify and describe each of those organizations, but to highlight the critical components of the infrastructure that are most relevant to the content areas discussed in this report and the most pressing needs of youth and families in this area.

In Douglas County, the County Attorney’s office diverts the majority of juvenile cases from the formal court system and works collaboratively with the JAC and Probation to oversee and collaborate on case planning. In addition, youth in foster care who have a delinquency case are served by a special crossover team, recognizing that many of their behaviors are related to trauma and should be treated as such rather than criminal activities. The role of the court system cannot be underestimated when it comes to identifying and addressing the needs of youth and families in the community.

Further, the JAC is an important asset for *system-involved* youth and families. Established in 2003, the JAC was developed to meet the needs of youth coming into the system for both status and legal offenses. Except for serious felonies such as murder or sexual assault, nearly all delinquency and status offense filings are diverted to the JAC for assessment and services. JAC case managers complete a comprehensive assessment with youth and their families and develop a collaborative case plan intended to provide referrals to community services and keep the young person out of the formal justice system. Although parents are allowed to self-refer their children to the JAC for services, interviewees indicated that this route is not well-utilized. Either parents do not know about this option, are intimidated by its connection to the formal juvenile justice system, or are not interested in these types of family services for a child whose behavior has become unmanageable.

The GOALS Center (Greater Omaha Attendance and Learning Services) is another unique asset and resource for schools, youth, and families in the Douglas County area. GOALS was originally established through legislation in 2009, and became a separate nonprofit in 2011. GOALS works with all eleven school districts in Douglas and Sarpy Counties and partners with other community non-profits to provide intensive ongoing case management for kids and families struggling with attendance issues. GOALS is designed to find individual solutions for chronic absenteeism before it turns into a legal truancy issue. However, it is a small agency and simply cannot meet the needs of all the children and families struggling with attendance at its current level of funding and staffing.

The Nebraska Family Helpline operates a crisis line and can provide de-escalation, referrals and a mobile crisis unit when necessary. It was created as a resource for families in crisis and does not presuppose system involvement, but stakeholders indicated that it is underutilized. Bolstering this service and ensuring there is a solid crisis continuum of care—crisis line, call/text contacts, mobile response, crisis stabilization, and hospitalization—could go a long way toward stabilizing youth and families in their homes.

The resources outlined above combined with the agencies represented in our stakeholder interviews and Think Tank are only the tip of the iceberg in terms of the rich resources that are available to youth and families in the community. However, as stated previously, families have a difficult time accessing resources prior to formal system involvement and the primary concern of community stakeholders that precipitated this project is the lack of a coordinated system of prevention and early intervention in the continuum of care.

System Barriers & Gaps

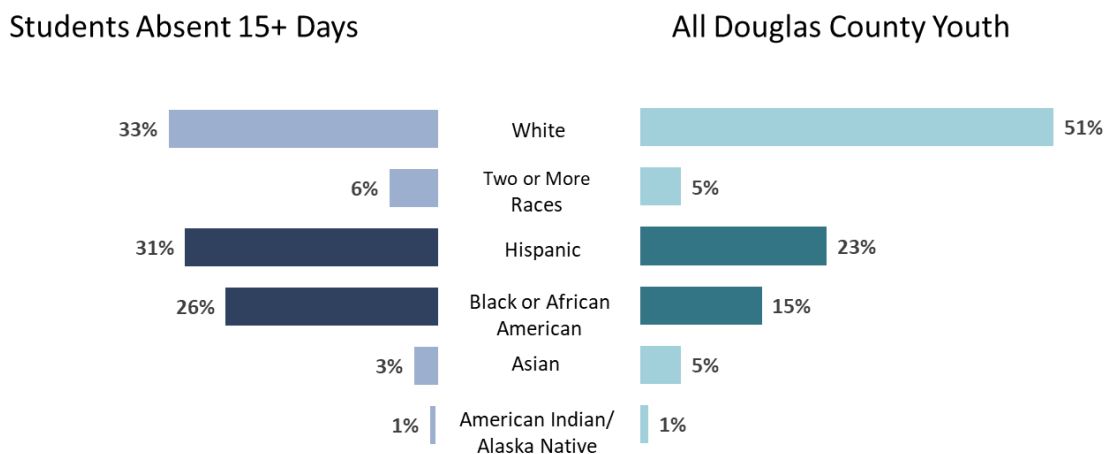
Despite the numerous resources and assets of the service array in Douglas County, there are considerable gaps in service and systemic barriers that are disrupting the continuum of care and limiting access to needed services for youth and families in the community. The community continues to struggle with entrenched systemic issues that leave some families and neighborhoods behind. Layered on top of these systemic problems is a network of services that is limited in scope and capacity, with difficulties consistently and effectively collaborating and communicating. The two most salient barriers/system issues that should be taken into consideration in the context of youth and families in Douglas County are racial and ethnic disparities in the systems of care, and challenges surrounding collaboration and coordination.

Racial & Ethnic Disparities in Formal Intervention Systems

An issue that is not unique to Douglas County, but is certainly worth raising in this context is the existing racial and ethnic disparities that exist within the formal intervention systems that impact youth and families in this area. Like other cities and communities across America, Omaha struggles with issues of systemic racism that prevent Black and Brown families and neighborhoods from thriving. As one interviewee put it, families of color are often underserved by strengths-based programs and overserved by punitive systems, as demonstrated by their disproportionate representation in the child welfare and juvenile justice systems. Structural racism, housing discrimination, and inequity have created pockets of entrenched generational poverty. Further, one interviewee said that Omaha continues to struggle with police violence, and communities of color have expressed the need for more positive community policing.

As one of the precursors to formal system involvement, chronic absenteeism and truancy represent an area to begin exploring racial and ethnic disparities. While data from local schools demonstrate that chronic absenteeism is widespread at the high school level (34% of high school students in Douglas County missed 15 days or more in 2018-19), students of color and low-income students are over-represented among those experiencing chronic absenteeism as presented in the section above. To elaborate, the figure below illustrates the disproportionate rates of chronic absenteeism among Black and Hispanic youth when compared to their respective proportions of the student population that they represent. Key stakeholders re-emphasized these points, and further shared that White youth are more likely to be referred to and access needed services in the community, such as GOALS. The GOALS data shows that youth of color are under-represented in their program, which has been attributed to the lack of referrals for these families.

Data from the schools demonstrate that chronic absenteeism is widespread at the high school level, and it disproportionately impacts students of color.



As mentioned, chronic absenteeism is often a precursor to juvenile justice and/or child welfare involvement, so the disproportionality seen in that indicator is reflective of the racial and ethnic disparities seen throughout those systems. Both nationally and locally, youth of color are more likely than White youth to be arrested and detained, and less likely to be diverted from the juvenile justice system.^{xii} Research has shown that one key contributing factor to the over-representation of minorities in the juvenile justice system is the “school-to-prison pipeline,” which refers to the unfortunate pathway that can be created when schools adopt zero-tolerance policies and over-involve police in the enforcement of school rules. Data on this topic suggests that these types of policies and practices result in disproportionately higher in-school disciplinary actions and arrest rates among youth of color, even though youth of all races engage in similar rates of misconduct at school.^{xiii}

When examining local juvenile justice statistics, 2,011 youth were arrested in Douglas County, Nebraska in 2019, of which nearly 30% were Black and 13% were Hispanic, with only 18% of arrestees being White.^{xiv} The demographics of the juvenile detention population in Douglas County, Nebraska, largely reflect statewide and national detention statistics, although the proportion of Black youth detained in this jurisdiction is higher than the comparative state and national figures (41% and 31% respectively). Nationally, approximately 31% of detained youth are Black, while in Douglas County, of the 740 unique youth detained in 2017, 49% were Black.^{xv,xvi} These figures are reflective of the racial and ethnic disparities seen throughout the juvenile justice system in this community, as well as around the country.

Similar racial and ethnic disparities can be found within the child welfare system. In 2018, there were 1,983 substantiated victims of child maltreatment in the DHHS Eastern Service Area, which covers Douglas and Sarpy Counties. Approximately 23% of these

43% of those arrested were Black or Hispanic youth.



23% of child maltreatment victims were Black.



victims were Black and roughly 19% were Hispanic.^{xvii} When looking across the State of Nebraska, findings from a report produced by *Voices for Children* indicates that “children of color experience longer average response times for investigation and disposition, and the average number and type of service or intervention offered to children and their families in the first three months of a case also differs by racial or ethnic group.”^{xviii}

While youth of color are over-represented in formal intervention systems, they are less likely than White youth to receive appropriate behavioral health diagnoses and treatment.^{xix} Research suggests that this is reflective of differential treatment in systems of care. Existing screening and assessment tools are not sensitive to diverse populations and are less likely to be administered to these groups, resulting in underdiagnosis.^{xx,xxi} Research in this area indicates a heightened need for culturally responsive screening and assessment processes and tools, as well as the implementation of mental health services that are sensitive to the unique needs and barriers faced by minority youth to ensure equitable access and delivery of services.

Several interviewees noted that Douglas County needs to put more effort into addressing issues of racial inequity and creating a network of culturally responsive services throughout the county. Some noted that many services are centered in North Omaha, neglecting the issues facing families in South Omaha. However, DHHS staff explained that a high percentage of DHHS intake cases are from two North Omaha zip codes, and there remains a lack of access to services in those areas as well. Across Douglas County, immigrants and refugee families continue to struggle to find services in their language, and indigenous/native families are generally not served at all by the larger network of services. GOALS has started partnering with the Nebraska Urban Indian Health Coalition to start to address this gap in services.

Several community organizations serve specific racial and ethnic populations, such as the Urban League and the Latino Center. There is ongoing work to address issues of racial disproportionality in the juvenile justice and child welfare systems, such as the federal Thriving Families grant and the Juvenile Detention Alternatives Initiative, but system representatives acknowledge that this road remains long and there are biases inherent at every decision point.

Capacity and Collaboration

Although there are organizations, services and programs designed to help children, youth, and families throughout Douglas County, the capacity of these individual organizations is maxed out at current funding levels. For example, GOALS, the Urban League, and the Latino Center all serve youth with chronic absenteeism who are at risk of truancy, but these three agencies simply cannot meet the needs of all the

youth who need these services. In addition, GOALS is not used equally by all the school districts, and it is up to individual schools to make referrals and commit to solving an absenteeism problem.

All interviewees expressed concerns about the lack of formal collaboration and communication across the service array, especially for families who are not involved in a formal system. One interviewee explained that there is a lot of planned collaboration once a youth is involved in the justice system to divert them from further formal involvement, but there is a lack of early intervention to help families before they get to that point. The result is a patchwork of siloed organizations doing their best to

meet family needs, but there is no coordinating hub for the spokes of this wheel. There are organizations that provide resource navigation and referrals (DCCR, Latino Center, Nebraska Family Helpline), but there is no central coordination point where any and all families can go to prevent formal system involvement, especially for support with positive youth development and mental health. Although families can self-refer for services through the JAC, its connection to the formal justice system may not feel welcoming and open for families struggling with youth behaviors.

Interviews revealed that Omaha is wealthy and well-resourced, but the collaborations are siloed and specific. There is no entity to integrate all the stakeholders who might play a role in serving youth and families and preventing juvenile justice involvement. The current compartmental funding structures also do not support a continuous system of care model. As a result, there is overlap and duplication of efforts or under-utilized programs at the system level. On an individual basis, there may also be redundancies because providers don't always know who else is serving a family.

Fortunately, all interviewees agreed that there is energy and passion in the community to collaborate and create a model that provides a continuum of care that works better for youth and families.

When organizations come together, people want to work together, and as one stakeholder said,

“Collective impact is the only way we’re going to fix it. The system is ripe for reform now—people realize there is a problem they can’t fix alone.”

Potential Solutions

Douglas County Needs and Assets

This environmental scan revealed a community grappling with systemic inequities and service gaps but eager to collaborate and create a continuum of services for youth and families to prevent formal system involvement. Several key themes emerged through the environmental scan that inform potential solutions to the ongoing challenges faced by the community:

Douglas County needs early intervention and prevention programs to meet youth and family needs.

Families need access to basic needs, parenting, and mental health services without formal involvement in the child welfare or juvenile justice systems. By the time an older adolescent is in trouble, either with school or the law, many parents have given up and are no longer engaged in seeking help. Families need a

continuum of services, from short-term solutions and service/system navigation to long-term, intensive help.

Douglas County needs a holistic approach to preventing chronic absenteeism, a solution aimed at younger children before a high schooler is referred to the JAC for truancy. Absenteeism is a complex issue involving parents, students, schools, and communities. It is symptomatic of larger systemic issues of poverty, inequity, and racism, and several approaches are needed to meet the diverse needs of youth, families and communities. Stakeholders uniformly agreed that interventions should start earlier. Interventions should be designed to engage youth, parents, and schools in providing solutions that address the underlying causes of absenteeism, and that keep kids interested and engaged in school. For this approach to be successful, **schools need to be committed to holistic, pro-social, non-punitive solutions for chronic absenteeism.**

Douglas County is rich in resources and solutions, but collaboration and communication are ad hoc, and the fragmented funding structure does not support a holistic, system-of-care model. Collaboration between providers and systems is well-established once youth and families are system-involved, but collaboration is limited to **prevent** system involvement and provide early intervention services.

Family Resource Centers

Family Resource Centers are a model of care that could meet these family needs and build upon the strengths of Douglas County’s provider networks. FRCs are family-centered, strengths-based community hubs that provide culturally responsive supports to families.

FRCs are embedded in communities and are intentionally designed to be welcoming and inclusive. Although FRCs can vary in their array of services, how they are structured and funded, and where they are located, they all approach their work with the goal of improving family well-being through supportive programs and services that meet families’ immediate and longer-term needs. Importantly, families play a key role in determining the services and supports that they want and need and the changes they want to make for themselves.^{xxii} Family support workers meet families where they are, and provide a voluntary, mutually respectful environment to create opportunities for success. In 2019, Casey Family Programs summarized 10 common elements that guide the work of FRCs. As listed in their report,^{xxiii} these defining characteristics are as follows:

“In a family resource center, how things are done is as important as what is done.”

– Family Resource Centers:
Vehicles for Change

1. “Operate using a **set of standards or a framework** for implementing programs and assessing outcomes, such as the National Family Support Network’s [Standards of Quality for Family Strengthening](#) or the [Strengthening Families Protective Factors Framework](#) developed by the Center for the Study of Social Policy. As an alternative, the Alabama Legislature passed into law [state standards](#) for its family resource network, and New Jersey recently contracted with the National Implementation Research Network to develop a practice profile for its network of Family Success Centers.¹³
2. Seek to be **welcoming spaces** that can be utilized by a mixture of diverse community members.

3. **Partner with families and whole communities** using strengths-based, multi-generational, family-centered approaches.
4. Provide services that are grounded in a **strengths-based** approach, are **culturally sensitive** and, when possible, **linguistically competent**, or offered in languages that reflect the families and communities being served.
5. Be **prevention-focused** and aim to improve parents' **protective factors**
6. Coordinate, implement, and make **referrals** to a multitude of services in order to provide comprehensive and flexible individualized and group-based support to address families' complex needs, including a focus on concrete needs and evidence-based practices.
7. Develop **parent and community leadership** to support advocacy efforts and family and community resilience.
8. Have a diverse, **high-quality and well-trained staff**.
9. Be an integral part of the community — serving as a **link between families, schools, support services, and the community** — and sustain strong partnerships with a variety of other community-based providers, system leaders, and key stakeholders in order to adequately address local needs.
10. Be **reflective and adaptable** in order to address the specific needs of the community in which they are located."

Interviewees identified many of these core elements as ones that they think will be beneficial for Douglas County. In particular, interviewees note that any solution for the County needs to include:

- community outreach to make families aware of all that is available, and in a way that will empower and engage them in services
- neighborhood-based access to make sure services are accessible and welcoming and not associated with courts and formal government systems
- community-based staffing so that families are being served by staff with similar lived experiences
- community-sensitive in that services are tailored to the families in different areas of Douglas County (North and South Omaha in particular)

"People need to trust the people who are offering help"

– Stakeholder Interviewee

Services & Supports

FRC services and supports are shaped by families in the community and are designed to meet their needs. Because FRCs focus on parents with children, they typically offer parent education and supports that may include parenting classes, home visitation programs, support groups, crisis counseling, or drop-in programs designed for parents. A survey of statewide networks found that parent education, parent leadership development, resource and referral, and child development services were most commonly provided across their networks.^{xxiv} **Nationwide, common service areas include:**^{xxv}

- | | |
|--|---------------------------------|
| • Basic Needs Supports | • Life Skills Development |
| • Child Development Activities | • Parent Education |
| • Child Abuse/Neglect Treatment Services | • Parent Leadership Development |
| • Community Development Activities | • Peer-to-Peer Supports |
| • Domestic Violence Treatment Services | • Resource and Referral |
| • Family Economic and Self Sufficiency | • Senior Services |

- Family Health & Wellness
- Family Literacy and Education Supports
- Formal Service Coordination
- Substance Abuse Education & Referrals
- Substance Abuse Treatment
- Youth Development

FRCs may provide programs and services directly or via collaborations with other community-based providers. They understand the community context and the resources available to families, and they help families access what is available to them. Programs and services are often co-located to increase accessibility and access. In addition, human service agencies may staff workers at the FRC to help screen families and enroll them into programs and services for which they are eligible, or train FRC staff to help support family access to government programs.^{xxvi} In addition, FRCs often serve as a resource for families screened out of formal systems (e.g., child welfare) to help them with parenting and other services.^{xxvii}

Interviewees identified several types of programs and services that they thought would be beneficial to Douglas County, emphasizing the need for early intervention and services before families are involved with formal systems. Suggested offerings include:



Parent mentors and parenting classes, especially classes that have been shown to be effective for parents of teenagers with behavioral and/or behavioral health needs.



Wrap-around, holistic family supports.



A resource and referral hub that serves as a one-stop place to access services and is especially able to connect parents to needed mental health and substance use treatment services.



Basic life skills training in high school and beyond



Workforce development programs including employment training and job skills.



Programming designed to meet the needs of specific communities (e.g., LGBTQ+ youth; families with developmental disabilities; foster-care families).

When ultimately determining a core set of services and supports, it is critical that they be informed by research and best practices, and selected with input from families and the community, to ensure they leverage community resources, are responsive, are likely to be accessed, and are not duplicative.

Structure & Funding

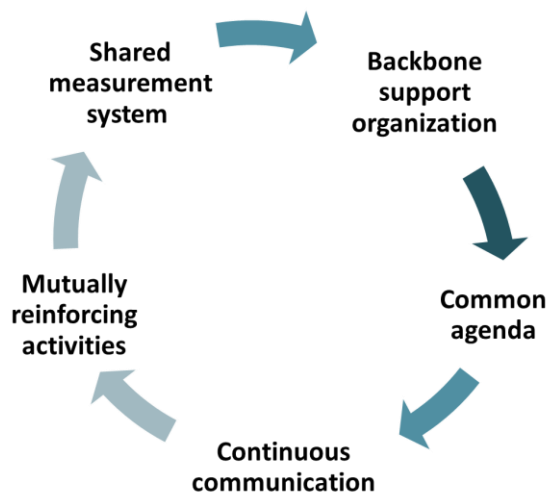
FRCs serve families and communities across the country, and their structure and funding vary from location to location. FRCs can be school-based, free-standing 501(c)(3)s, or embedded in community organizations (e.g., health centers/ hospitals, larger human service nonprofits with FRCs as programs, home visiting agencies, afterschool programs).^{xxviii} FRCs may serve the broader community or target specific populations (e.g., teen parents, families with special needs children, school or ethnic communities) and be housed in schools, storefronts, shopping centers, converted houses, etc.

FRC budgets vary depending on size and scope of programs, infrastructure needs, cost of living, among other factors. In New Jersey, a typical community-based center has “an annual budget of \$240,000 to \$300,000 with three to four full-time staff” and in Kentucky, a typical school-based FRC has “an annual budget of \$33,000 to \$82,000 with one to two full-time staff with space and other resources provided in-kind.”^{xxix} FRCs are typically funded through multiple funding sources, and they often blend or braid funding streams to best serve families. They frequently receive funding from federal, state, and/or local government, and seek to diversify funding through non-governmental sources such as philanthropy and in-kind donations.

Networks

In 2011, the National Family Support Network (NFSN) was established as a membership-based organization to support statewide networks of FRCs, defined as “two or more Family Support and Strengthening programs, such as Family Resource Centers, working together within a collective impact framework to ensure coordinated quality support for families.”^{xxx} Currently, there are 31 NFSN-member networks representing over 3,000 Family Support and Strengthening organizations, using various models and funding approaches to support their efforts.^{xxxi}

Collective impact frameworks include five components that create the infrastructure and systems to tackle complex issues, including a backbone support organization, a common agenda, continuous communication, mutually reinforcing activities, and a shared measurement system. In Colorado, Family Resource Center Association (FRCA) has operationalized each of these components for their network of 30+ community- and school-based FRCs located in rural and urban regions of the state.^{xxxi} Networks are helpful because they provide connection, coordination, and collaboration among members (e.g., serve as a coordinating hub for the spokes on the wheel) and offer training and technical assistance to support high quality service delivery, among other functions that can include organizational capacity building, policy and advocacy support and a shared measurement system.



Thus, when considering a solution to meet the various needs of Douglas County, it is important to consider not only individual FRCs that can support specific communities but also how FRCs may come together to work collectively to serve the larger Douglas County region. Based on the information reported in this environmental scan, it is clear that communities within Douglas County have different resources and needs, and interviewees recognize the value of customized, neighborhood solutions that will be family friendly, accessible, and culturally relevant.

Selected Examples from the Field

School-Based FRCs

Schools are no longer stand-alone, academic institutions where children come solely to learn. Schools are integrated institutions within communities, and many are serving children living in poverty with significant social and emotional needs. Teachers are not necessarily trained to meet these needs, and school social workers are often stretched thin or across multiple buildings. FRCs, however, are designed to meet these social and emotional (and basic) needs of children and families, and integrating an FRC into a school building can help students succeed academically and emotionally while removing this burden from individual teachers^{xxxiii}.

In 1993, Tennessee granted the authority to local districts to create school-based FRCs, but state funding was never guaranteed, and local funding constraints remain a barrier. However, in 2019-2020, the state Department of Education allocated \$3.05 million to fund 102 FRCs in 79 districts. Guidelines require FRCs to collaborate and coordinate with local service providers to help families meet their children's academic and social needs. These school-based FRCs work with the school and parents to **establish goals and strategies that meet the unique needs of that community, including:**

- | | |
|---|---------------------------------|
| ✓ Attendance and truancy | ✓ Family support |
| ✓ Collaboration and community partnerships | ✓ Family training and education |
| ✓ Behavioral health and social-emotional learning | ✓ Family engagement |
| | ✓ Academic Support |

Each FRC has an advisory council to help them set annual priorities and program goals. These advisory councils typically consist of parents, state agency representatives, local service providers, and philanthropy representatives. Setting annual priorities helps keep the FRC grounded in a community's changing needs.^{xxxiv}

Kentucky has also established a statewide network of school-based FRCs that has been in place for over 30 years. Their overriding mission is to help ensure children come to school ready to learn, addressing issues of poverty and behavioral health needs that can be barriers to academic success. Like Tennessee, each school district and FRC works with a local advisory board to create flexible services that adapt to a community's changing needs. Initially, at least 20% of students at a school must be eligible for free/reduced lunch to receive state funding for an FRC, but once established, all students' families in a district are able to access services. In 2019, there were 856 school-based FRCs in Kentucky, with 283 serving more than one school.^{xxxv} Like other FRCs, the school centers in Kentucky are focused on

identifying family strengths and needs and creating collaborative action plans. A key part of these plans is coordination between the schools and community service providers, helping families navigate the system of providers and enhance their engagement with the school.^{xxxvi}

Family Access Center of Excellence (FACE)

The Family Access Center of Excellence (FACE) in Boone County, MO is a unique school-partnership model providing a coordinated and collaborative approach to quality social, emotional, and behavioral health services for all families with a child 0-19 years old. FACE represents a partnership between six school districts and the Missouri Prevention Science Institute (MPSI) at the local University of Missouri. FACE aims to provide early intervention for children’s behavioral health issues by providing case management and referral services and sustaining a continuum of evidence-based programs and practices.^{xxxvii}

Boone County voters overwhelmingly passed a sales tax in 2012 to create the Children’s Service Fund, and the Missouri Prevention Science Institute used this funding source to create the Boone County Schools Mental Health Coalition (BCSMHC) and FACE. BCSMHC sought to build upon the success of the Juvenile Assessment Center model by focusing more on early intervention and reducing the net-widening effect that government-based JACs can inadvertently create. FACE was designed to be a single-access point for families needing mental health services, reducing the number of children and youth in formal systems by providing early intervention, systemic prevention programming, data-based decision-making, and a coordinated system of care delivery. FACE does not provide direct mental health services, but they provide referrals, case management, and ongoing monitoring to ensure that families are able to access services to meet their children’s needs. Like a more general FRC model, FACE works collaboratively with families, working together to create service plans with measurable goals.^{xxxviii}

The Boone County model is designed to serve children, youth, and families *before* they have contact with the juvenile justice system through a collaborative partnership with all six county school districts. BCSMHC has implemented a county-wide assessment system to gather data on risk factors that are predictive of poor school, mental health, and life course outcomes. Teachers fill out mental health assessment checklists three times a year for all students grades K-12. Students in grades 3-12 also complete age-appropriate self-assessments. These data are provided back to each school building in a dashboard indicating risk factors on both a school and individual level. There is a dual focus on universal evidence-based prevention programs as well as targeted interventions for at-risk kids such as group and individual therapy. MPSI provides training and support for school-based teams to analyze their data and implement effective evidence-based programming. Children and youth indicating a need for a higher level of care are referred to FACE. In 2020, BCSMHC was able to integrate the educational data system to FACE’s data system to evaluate the impact of FACE services—connecting youth receiving services at FACE to their school ID to track intervention and educational outcomes.^{xxxix}

Hartford Brighter Futures Family Center Network

Responding to the stakeholders’ description of the siloed structure of services in Douglas County, an example in Hartford, CT may provide a model for integration. Brighter Futures is an early childhood initiative launched by the Hartford Foundation for Public Giving in the early 1990s. What started as targeted support of programs within discrete areas such as early childhood and family support evolved into a broad-based community-focused approach to build the capacities of families and integrate services across the region. In recent years, the Foundation has shifted to a systems-building perspective—finding

the linkages and connections between individuals in a larger system—in order to more comprehensively respond to family needs in the region.^{xlii}

Since the beginning of the initiative, Brighter Futures has funded six neighborhood-based family centers operated by three community-based organizations. These family centers provide family support services typical to other FRCs, but although they shared the same major funder, they operated in separate silos. In 2015, the Hartford Foundation launched the Family Center Redesign, focusing on user-centered design, team decision-making, reflective practice in organizational-change management, and improvement methodology. This process enabled the funder and the family center staff to recognize that the centers had moved beyond simple points of service to become the primary “go-to” spot for neighborhood family services, innovation hubs where ideas could be tested and scaled up, places where the larger community-based organizations could receive honest client feedback, and safe places for residents that were rooted in communities rather than institutions.^{xliii} The Redesign process created an integrated network of centers, strengthening linkages and aligning programs between previous stand-alone family centers.

As the centers committed to becoming a more intentional network that connected families with community services, the evaluation necessarily shifted from traditional individual summative assessments to measuring systems change within the new network. This new formal learning process also incorporated the direct perspectives of frontline staff and families in new ways, allowing the network to establish formal feedback loops so that their services could continue to meet the changing needs of families. This shift from individual center accountability to collective action and learning allowed program staff and leaders from all six centers to come together to create a common Theory of Change and select drivers and measurement tools that outline the organizational practices that will meet family needs. For example, lessons learned or changes tested in one center might be applied to services throughout the whole network. In the end the goal of the new network was to help parents support their child’s health and development, increase access to effective services, and support parent and neighborhood connections.^{xliiii}

Each center also operates a Parent Leadership Council, where parent leaders provide their own ideas for innovation and change. Staff from each center shared the ongoing data collection efforts with the Parent Leadership Councils to inform their work, ideas, and program goals.^{xliiv}

Summary and Next Steps

This Environmental Scan was intended to provide key stakeholders with the information needed to critically assess potential solutions to the gaps in prevention and early intervention services for youth and families in the community. As presented in this report, the salient issues of concern pertinent to youth and families in Douglas County at-risk for formal system involvement include basic needs, mental and behavioral health, parent engagement and family relationships, chronic absenteeism and truancy, and service coordination and navigation. Further, the systemic racial and ethnic disparities faced by families of color in the community and the lack of cohesive community provider collaboration represent broader, system-level barriers that need to be addressed when developing solutions.

While the community faces many challenges when it comes to addressing the unmet needs of local youth and families, there are engaged stakeholders and funders, critical assets and providers, and momentum

in Douglas County to work toward solutions. When reviewing the literature and examining possible approaches to addressing the issues outlined in this report, the Family Resource Center model stood out as an appropriate option for stakeholders to consider for this community most notably due to the strengths-based, family-driven approach and adaptability feature of this model.

An FRC, as a potential solution, can take many forms. This report shared a few key examples that were most relevant to the characteristics, infrastructure, and needs of Douglas County. As key stakeholders embark on the next stage of the planning process to consider whether an FRC is the appropriate path to pursue, it is important to consider the organizational and programmatic requirements for various FRC models to determine which approach most closely aligns with the goals, resources, and infrastructure of Douglas County. The table below presents a few of these considerations that will be discussed and reviewed further as this project moves into the Action Planning stage of work.

FRC Model	Highly Qualified Administrative Staff	Well-trained Program Staff	Evidence-Based Programs	Data System	Financial/Accounting System & Staff	Board of Directors
FRC is embedded within a community organization	X	X	X	*	*	*
FRC is embedded within a County Government Dept.	X	X	X	*	*	*
School-based FRC	X	X	X	*	*	*
Neighborhood FRCs operating under a lead organization	*	X	X	*	*	*
Free-standing FRC (501c3 organization)	X	X	X	X	X	X

X Provided directly by and for the FRC

* Provided by the community organization/school district/county department administration/system

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ⁱⁱ Casey Family Programs. (2021). Community Opportunity Map, Douglas County, Nebraska. Retrieved from <https://caseyfamily.aimaps.info/cailive?county=Douglas&state=Nebraska&tab=economy&searchType=county>

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^v Nebraska Family Helpline Report (2016-2020). Internal program statistics.

^{vi} OYS Roundtable Report. Internal focus group summary. Source: Mary Balluff.

^{vii} Nebraska Family Helpline Report (2016-2020). Internal program statistics.

^{viii} Nebraska Department of Education (2020). K-12 Membership and students with 10/15/20 Days Total Absences. Absences data from NSSRS: 2018-2019 Student Summary Template.

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MISSION

Building
Relationships that
Inspire one another,
Develop mutual trust,
Guided by family voice & choice, and
Establish equitable partnerships

VISION

Partnering with families and community resources, the **BRIDGE** envisions a future in which we leverage the strengths of families and coordinates community partners to support and sustain youth and family well-being.

THE CORE PILLARS OF BRIDGE



Comprehensive review with families regarding their needs, dreams, and goals.



Walking alongside families as they navigate systems, programs, and services.



Navigational support to connect families to high quality programs and services.



Advocacy for systems, programs, and supports that address service or system gaps.

WHAT DO FAMILIES NEED?



BASIC NEEDS

12% of residents living below the poverty line.



14% of families experiencing food insecurity.



MENTAL AND BEHAVIORAL HEALTH NEEDS

- Over 40% of families calling the Helpline request mental health support.
- Need for easily accessible and culturally responsive mental health services.



FAMILY RELATIONSHIPS

- Parent education and support was the #1 referral for families calling the Helpline.
- Short-term respite care is needed in some family conflict situations, where the parent and child may need a short break from one another.



SCHOOL ATTENDANCE

- 21% of Douglas County students missed 15 or more days of school with 75% of these students living in poverty and 25% eligible for special education.
- Need to build community and provider capacity to address the root cause of absenteeism to ensure all youth thrive.



CONNECTIONS TO SERVICES

- Over 60% of families stated they need help in identifying their family's needs and over 75% said they need help accessing services.
- Need coordinated access to community services that are responsive, timely and adaptive to the complex needs of families.

* Davidson, M., Richmond, M., Hanson, S., Matthews, J., & Kay, A. (2021). Douglas County Family Resource Center Project: Environmental Scan. Community Needs & Assets, Barriers, and Potential Solutions. OMNI Institute, Denver, CO.

GUIDING PRINCIPLES

- **Welcoming** to all families, providing universal access to needed resources and supports
- **Culturally Responsive** and linguistically competent, recognizing the diversity of our community and the need for equitable and inclusive services
- **Strengths-Based**, supporting the positive factors inherent in each individual and all families
- **Family-Driven**, understanding that families can and should determine the services and supports they need
- **Mutually Respectful**, supporting collaboration between and among families, employees, and community partners, acknowledging that all have important knowledge and expertise
- **Coordinated Access** to the rich array of resources, services, and supports in the community, so families are aware of all that is available
- **Innovative**, knowing that needs change over time, and programs and supports need to be added, adjusted, or changed to meet those needs.



Concepts for a Douglas County Family Resource Center

Introduction

Douglas County has a great opportunity to change the climate and culture of our Juvenile Justice System for the betterment of our youth and families. We can change the narrative from one that holds only youth accountable for the worst mistakes that they have made to a system that builds on the full potential of young people while still holding them accountable. While it is a delicate balance between accountability and rehabilitation, this can be done by looking deeper than what crime was committed but rather looking into why was the crime committed and how we can keep the youth from committing further crimes. We can have a system that looks at the needs of the youth and not just the criminal charge.

An important piece is the implementation of a continuum of services from prevention through intervention. This continuum includes prevention, early intervention, intervention and re-entry services. Douglas County has implemented many programs and services dealing with intervention and re-entry which include the Juvenile Detention Alternative Initiative (JDAI), Cross-Over Youth Initiative (Youth Impact!), Community-based grant funding for community providers, electronic monitoring with stability in-home services, racial and ethnic disparity grant, and the Behavioral Health Initiative. These various initiatives are creating more effective in-home services for youth.

In this continuum of services, further work needs to be done in the prevention and early intervention services. Relationships change people and research has clearly shown by building on the strengths of any youth their deficiencies decrease. Research has further shown that you do more damage to any youth by placing them further into the Juvenile Justice System than is needed. Early community-based services produce better outcomes for youth, reduce recidivism, and cost less.

Community Assets

Douglas County does have a nationally recognized Juvenile Assessment Center (JAC) that effectively diverts youth from the Juvenile Justice System once the youth has received some type of criminal citation or charge. There is a gap in our prevention and early intervention continuum for our at-risk and vulnerable youth that have not committed a crime. These at-risk and

vulnerable youth include those with school attendance issues, mental/behavioral health issues, and missing/runaways that through early intervention can have their needs met without system involvement.

Nebraska Family Helpline operates a crisis line and can provide de-escalation, referrals, and a mobile crisis unit when necessary. It was created as a resource for families in crisis and does not presuppose system involvement.

GOALS Center (Greater Omaha Attendance and Learning Services) is a unique asset and resource for schools, youth, and families in the Douglas County area. GOALS Center works with all eleven school districts in Douglas and Sarpy County to provide intensive ongoing case management for youth and families struggling with attendance issues. It is designed to find individual solutions for chronic absenteeism before it turns into a legal truancy issue.

These resources are only the tip of the iceberg in terms of the rich resources that are available to youth and families in the community. The issues are that families have a difficult time accessing resources prior to formal system involvement and there is a lack of coordinated system of prevention and early intervention in the Douglas County continuum of care.

System Barriers and Gaps

Despite the numerous resources and assets of the service array in Douglas County, there are considerable gaps in services and systemic barriers that are disrupting the continuum of care and limiting access to need service for youth and families. The two most salient barriers/systemic issues include the following:

A. Racial and Ethnic Disparities in the Formal Intervention System.

Youth and families of color are often underserved by strengths-based programs and overserve by punitive systems as shown by the disproportionate representation in the child welfare and juvenile justice system. Some relevant data is the following:

- Chronic absenteeism is widespread at the middle and high school level but it disproportionately impacts students of color;
- 43% of youth arrested in Douglas County in 2019 were youth of color;
- 42% of substantiated victims of maltreatment in 2018 were youth of color;
- 89% of youth in Douglas County Detention Center are youth of color while detention numbers have decreased by over 4% a year for the past 10 years;
- Diversion youth risks/needs are highest in the areas of Education, Peer Relationship, and Personality/Behavior with 50% of youth assessed for Behavioral Health needs.

B. Capacity and Collaboration

Although there are organizations, services and programs designed to help youth and families, the capacity of these individual organizations is maxed out at current funding levels. Another concern is that there is a lack of formal collaboration and communication across the service array. There is no central coordination point where any and all families can go to prevent formal system involvement especially for support with positive youth development and mental health needs. There is no entity to integrate all of the stakeholders who might play a role in serving youth and families and not all stakeholders are aware of each other.

Family Resource Center

This Family Resource Center (FRC) would be a key part of the Juvenile Justice Initiative. FRC is a model of care that could meet a family's needs and build upon the strengths of the provider network. FRC's are family-centered, strengths-based community hubs that provide culturally responsive supports to families. This infrastructure will provide the entry point for at-risk and vulnerable youth and families while their needs are being assessed. Community-based services produce better outcomes for youth, reduce recidivism, and cost less.

These facilities would serve as a single point of entry for providing comprehensive, intensive, integrated and collaborative community-based services for vulnerable families and youth in our community. Services and assessment would be available for non-system involved youth and families where the youth might have school absenteeism concerns, mental/behavioral health concerns, and/or runaway behavioral. Referrals would come from schools, community, and families. Through a screening and assessment process, the needs of the youth and family can be met thereby dealing with the cause rather than focusing on the symptom or behavior. There are five core elements for the creation of a Family Resource Center: 1) Single point of entry which leads to an integrated service plan and improves access and efficiency; 2) Comprehensive assessment by trained non-court staff to identify strengths and needs; 3) Integrated case management process that links assessment results to systemic supports; 4) Integrated management information system to effectively monitor youth involvement across the systems; and 5) Quality assurance using exit metrics and outcomes.

FRC services and supports are shared by families in the community and are designed to meet their needs. Suggested offerings could include:

- Parent mentors and parenting classes, especially classes that have been shown to be effective for parents of teenagers with behavioral and/or behavioral health needs.
- Wrap-around, holistic family supports.
- A resource and referral hub that serves as a one-stop place to access services and is especially able to connect parents to needed mental health and substance use treatment services.
- Basic life skills training in high school and beyond

- Workforce development programs including employment training and job skills.
- Programming designed to meet the needs of specific communities (e.g., LGBTQ+ youth; families with developmental disabilities; foster-care families).

Success for this important initiative does require a strong public-private partnership. Juvenile Justice reform is like a puzzle; all the pieces are vital to complete the picture. This partnership, both from a fiscal and programmatic perspective, will create long-lasting community change for the benefit of our youth and families. This new vision will create the support and opportunities that our youth should have that is best carried outside of the judicial system through experts in health, youth development and restorative justice.

AGREEMENT

THIS AGREEMENT (“Agreement”) is made and entered into as of the last date below written, by and between Douglas County School District No 54, a political subdivision, which is also commonly known as the Ralston Public Schools (“District”), and THE BRIDGE FAMILY RESOURCE CENTER NETWORK (“the Bridge”), a Nebraska not-for-profit Nebraska corporation.

WITNESSETH:

WHEREAS, the Bridge, through programing, works to minimize the effects of socio-economic literacy and academic challenges, address physical and behavioral health needs, and enrich and strengthen families cultural, educational and arts opportunities in order to support and sustain youth and family well-being (collectively “Services”);

WHEREAS, The Bridges provides to the students of the District Services including mental health services and supports and supplemental afterschool programs, including addressing the needs of low-income student; and

WHEREAS, the District recognizes the Bridge offering Services provides significant educational benefits to the District’s students.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties agree as follows.

ARTICLE I - Services

1.1 Services. The Bridge agrees to provide Services to students of the District pursuant to terms and conditions set forth in Exhibit A, which is attached hereto and incorporated by reference. The District agrees to provide to the Bridge transportation of students from their school to an agreed the Bridge location (one-way transportation) and to provide a one-time payment of \$ 125,000.00 (“Funds”) related to initial programing costs for Services. The Funds shall be transferred to the Bridge no later than September 1, 2022 and such Funds shall not be spent without written approval by the Superintendent of the District. Should the Bridge not provide the services agreed to in Exhibit A, all Funds shall be returned to the District.

1.2 Service Providers and Qualifications. All employees of the Bridge who provide Services pursuant to this Agreement shall meet the requirements and qualifications established by the Bridge as set forth in Exhibit B, which is attached hereto and incorporated by reference. In addition, each employee of the Bridge shall have passed a District approved criminal background check within the past twelve (12) months.

ARTICLE II – Relationship of the Parties and Confidentiality of Records

2.1 Independent Contractors. The District and the Bridge (individually and collectively, “Party”) are independent contractors and are not, by virtue of this Agreement or otherwise, made agents, employees, or joint venturers of each other. The District and the Bridge shall not represent themselves as agents, employees, or joint venturers of one another in performing obligations under this Agreement, and neither Party shall have the ability to contract on behalf of or to obligate the other Party in any manner.

2.2 Reference to other Party. Each Party may use the other Party's name in public statements or literature only for the purpose of identifying the working relationship between the Parties; provided, however, that any other use by any Party without the prior written consent of the other Party of the name, logos, or identity in any advertising or marketing material of the other is prohibited.

2.3 Notices and Referrals. The District may provide periodic written notices to students and families about the Services provided by the Bridge. The District may refer students and families directly to the Bridge if such referral is appropriate. Such notices and referrals shall not be deemed as an endorsement nor approval by the District of the Bridge nor any Services provided by the Bridge, nor shall any notice or referral create a specific duty or obligation for the Bridge to provide Services to any particular student or family, and any student or family is subject to the Bridge's customary intake procedures.

2.4 Confidentiality. The exchange of confidential information between the District and the Bridge shall be limited to situations where such exchange is specifically authorized by federal, state or local law. All education records maintained by the District are confidential and shall only be disclosed if permitted by the Family Educational Rights and Privacy Act (FERPA) or any other applicable federal, state or local law, or District rule.

ARTICLE III – Insurance and Indemnification

3.1 Insurance. During the term of this Agreement, the Bridge shall maintain the following insurance/limits:

General Liability - \$1,000,000 per occurrence/\$5,000,000 aggregate

Professional Liability - \$1,000,000 per occurrence/\$5,000,000 aggregate

Insurance shall be provided by the Bridge at its own expense for claims on account of all actions and activities of the Bridge and its officers, agents, employees, and independent contractors conducted under, or in any manner related to this Agreement. The certificates of insurance shall state that such coverage shall not be cancelled or terminated without at least thirty (30) days prior written notice to the District. Failure to maintain the required insurance shall be considered grounds to immediately terminate this Agreement for cause.

3.2 Indemnification by the Bridge. The Bridge will indemnify and hold the District harmless from and against any and all liabilities, claims and defenses arising from or relating to the Services and the actions of the agents, employees, and independent contractors of the Bridge, that are connected to or related to this Agreement.

ARTICLE IV - Term and Termination

4.1 Term. The term of this Agreement shall commence on the date provided herein and shall terminate on August 1, 2028. The term of this Agreement may be extended by a written mutual agreement signed by both Parties.

4.2 Termination. The Bridge or the District may terminate this Agreement for any reason by giving ninety (90) days advance written notice of its intention to terminate.

4.3 Termination for Cause. Either Party may terminate this Agreement at any time in the event the other Party engages in an act or omission constituting a material breach of any term or condition of this Agreement by giving written notice specifying the nature of the breach. If the breaching Party does not cure within a ten (10) day period after receipt of notice, then this Agreement shall terminate without further notice or demand.

4.4 Termination for Loss of Funding. The District acknowledges that the Bridge has received grant funding enabling the Bridge to fund the Services to be provided under this Agreement. The District agrees that the Bridge may terminate this Agreement within a reasonable time by providing written notice at any time if the Bridge no longer has access to such grant funding or is required to repay unexpended grant funds in order to comply with any law or regulation applicable to the underlying grant.

4.5 Termination Payments. In the event that the Bridge terminates this Agreement under section 4.2 or 4.4 above, the Bridge shall repay to the District a portion of the Funds as follows:

- (a) If terminated within the first year of this Agreement, the Bridge shall repay 80% of the Funds.
- (b) If terminated within the second year of this Agreement, the Bridge shall repay 60% of the Funds.
- (c) If terminated within the third year of this Agreement, the Bridge shall repay 40% of the Funds.
- (d) If terminated within the fourth year of this Agreement, the Bridge shall repay 20% of the Funds.

ARTICLE V - Additional Provisions

5.1 Notices. Any and all notices, requests, invoices, payments, demands, consents, approvals, and other communications required or permitted hereunder shall be given to the respective Parties in writing, either by personal delivery or registered or certified mail, postage prepaid, return receipt requested, addressed to the Bridge or the District, as the case may be, as follows:

If to the District:	Dr. Mark Adler Superintendent of School Ralston Public Schools District #54 8545 Park Drive Ralston, NE 68127
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If to the Bridge:	Debra Anderson Omaha, NE 68137
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Or at such other address or to such other person(s) as either Party may from time to time designate by notice given as herein provided. Notices shall be deemed effective when personally delivered, or within seventy-two (72) hours after deposit in the United States mail if sent by certified or registered mail.

5.2 Governing Law. The validity, interpretation and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.

5.3 Entire Agreement. This Agreement constitutes the entire agreement between the District and the Bridge with respect to the matters addressed herein and supersedes all prior and contemporaneous oral and written understandings and agreements between the Parties as to such matters. This Agreement may be amended or modified only by a written instrument signed by both the District and the Bridge.

5.3 Severability. If any term, provision or condition of this Agreement shall be held to be invalid, void or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect and this Agreement shall be construed as if such invalid, void or unenforceable provision had not been contained herein.

5.4 No Assignment. This Agreement shall not be assigned or transferred in any manner to any other persons or parties.

5.5 Authority to Execute. The undersigned representatives of the District and the Bridge have the authority to execute this Agreement on behalf of their respective organizations, and this Agreement shall be binding upon the District and the Bridge and their respective administrators and representatives.

5.6 Counterparts. This Agreement may be executed by the undersigned representatives of the District and the Bridge in one or more counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument.

THE BRIDGE FAMILY RESOURCE CENTER
NETWORK , a Nebraska not-for-profit corporation

By: _____
Printed Name: _____
Its: _____

DOUGLAS COUNTY SCHOOL DISTRICT NO. 54, a
Nebraska political subdivision

By: _____
Superintendent

EXHIBIT “A”

PROVIDER AGREEMENT

Create physical locations that are welcoming to families, with hours of operations that meet their needs.

For Families:

- Utilized navigators to provide resource and referrals with collaborative partners
- Utilize navigators to connect families to Family Coaches to identify/pursue goals and dreams
- Promote generational activities– to include fathers, mothers, grandparents and other kin
- Develop Parent Advisory Committees and Youth Advisory Committees for program assessment and program development.
- Provide regular professional development to staff to enhance understanding of healthy child and youth development across cultures

For Students:

- Provide youth activities that are engaging and support positive youth development, e.g., cultural activities, tutoring, art, music, etc.
- Supports participants to share/teach their skills with other participants

For Parents:

- Provide parent education that is relevant to child/youth development and tailored to the community/culture
- Train families and staff in advocacy strategies, such as access to housing, immigration rights, etc.

Evaluation:

- Implement data management system for all programs, to increase consistency in data collection processes.
- Data Manager analyzes and shares data with families, BOD, community partners, elected officials, funders, and other stakeholders
- Data is used to help identify gaps and collaborate with community partners to address.
- Solicit regular community feedback from families throughout the community to identify gaps/improve programming.
- Adjust program practices in light of data and community feedback e.g., hiring, training, programs, services, etc.

EXHIBIT B
Employee Requirements

Background Checks. The Bridge and/or any contractor of the Bridge (“Contractor”) will conduct background checks on all of their employees and independent contractors. Background checks must, at minimum, include:

- Nebraska Sex Offender Registry;
- Nebraska Child Abuse and Neglect Central Register;
- Nebraska Adult Abuse and Neglect Central Registry;
- Federal Criminal Report; and,
- Motor Vehicle Record.

In the event that the individual employee or independent contractor has resided in Nebraska for less than two (2) years, the Bridge and/or Contractor will conduct the same or substantially similar background check in the state(s) of previous residence.

Nondiscrimination Clause. The Bridge and/or Contractor acknowledges that this Agreement must be operated in compliance and civil rights laws and any implementing regulations, and makes the following assurances:

- A. The Bridge and/or Contractor warrants and assures that it complies as applicable to it with Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, Age Discrimination in Employment Act, the Americans with Disabilities Act of 1990 and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat § 48-1122, to the effect that no person shall, on the grounds race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws, be excluded from participation in, denied benefits of, or otherwise be subjected to discrimination under any program or activity for which the Contractor receives federal financial assistance.
- B. The Bridge and/or Contractor and any of its subcontractors shall not unlawfully discriminate on the basis of race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws.

Bill Review Schedule for 2022

January 10

Jay
Mary

February 14

Samantha
Merv

March 14

Robin
Liz

April 11

Mary
Samantha

May 9

Merv
Liz

June 13

Robin
Jay

July 11

Mary
Samantha

August 8

Jay
Liz

September 12

Samantha
Merv

October 10

Robin
Liz

November 14

Mary
Jay

December 12

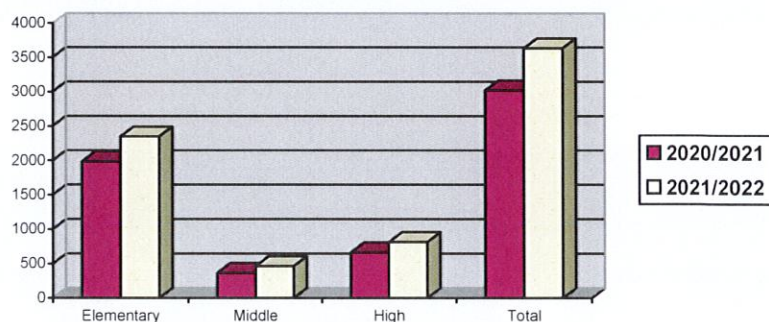
Robin
Merv

Ralston Public Schools
Monthly Administrative Update
Food Service – April, 2022

RPS Revenue		
Cash Sales	Breakfast	
	Lunch	
	Student Ala Carte	\$13,392.90
	Adult Ala Carte	\$106
Reimbursements	Summer Breakfast	\$58,698.46
	Summer Lunch	\$196,502.31
	Snacks	1671.00
	Total Reimbursement	\$270,370.67
RPS Expenses	District Labor	\$55,000
	District Operating Costs	\$3563.60
	Sodexo	\$139,678.04
	Total	\$198,241.64
	Credit for Commodities Received	-\$1695.90
	Total Expenses	\$196,545.74
RPS		\$73,824.93

	21/22 TOTAL MEALS SERVED	21/22 MEALS PER DAY	20/21 TOTAL MEALS SERVED	20/21 MEALS PER DAY
Elementary				
Breakfast	17,054	947	15,425	771
Lunch	25,256	1403	24,290	1215
RMS				
Breakfast	1358	75	1041	52
Lunch	7053	392	6301	315
RHS				
Breakfast	4121	229	3401	171
Lunch	10,760	598	9898	495
RPS Total				
Breakfast	22,533	1251	19,867	1002
Lunch	43,069	2393	40,489	2049

Meals Per Day Served



RPS Free/Reduced
April, 2022
53.4%

April 2022 Events:

Judy participated in Sodexo Servathon where all Sodexo area accounts get together for local service. An afternoon was spent packing food at the Food Bank of the Heartland.

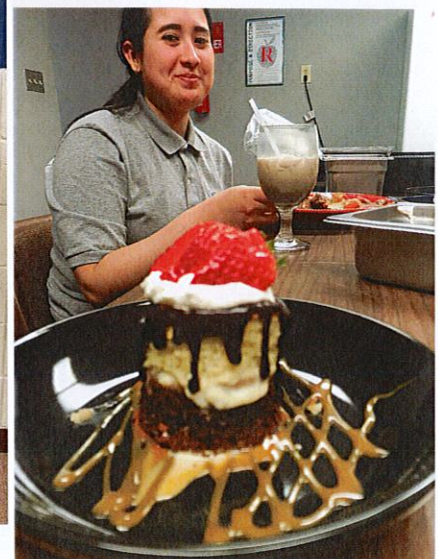
Free breakfast was provided for all students testing at RHS on Saturday, April 2. About 15 students participated.

Kid Culinary started up again, in a much more limited way, and we made videos of the recipe finalists from each of the elementary schools. In May, 2022, the videos were added to the district website, and anyone could vote for the winning chef. We had a lot of fun making these videos and the kids were great.

Our student intern, Katherine Pascasio, made dinner for the BOE as a grand finale of her internship, and she did a great job.

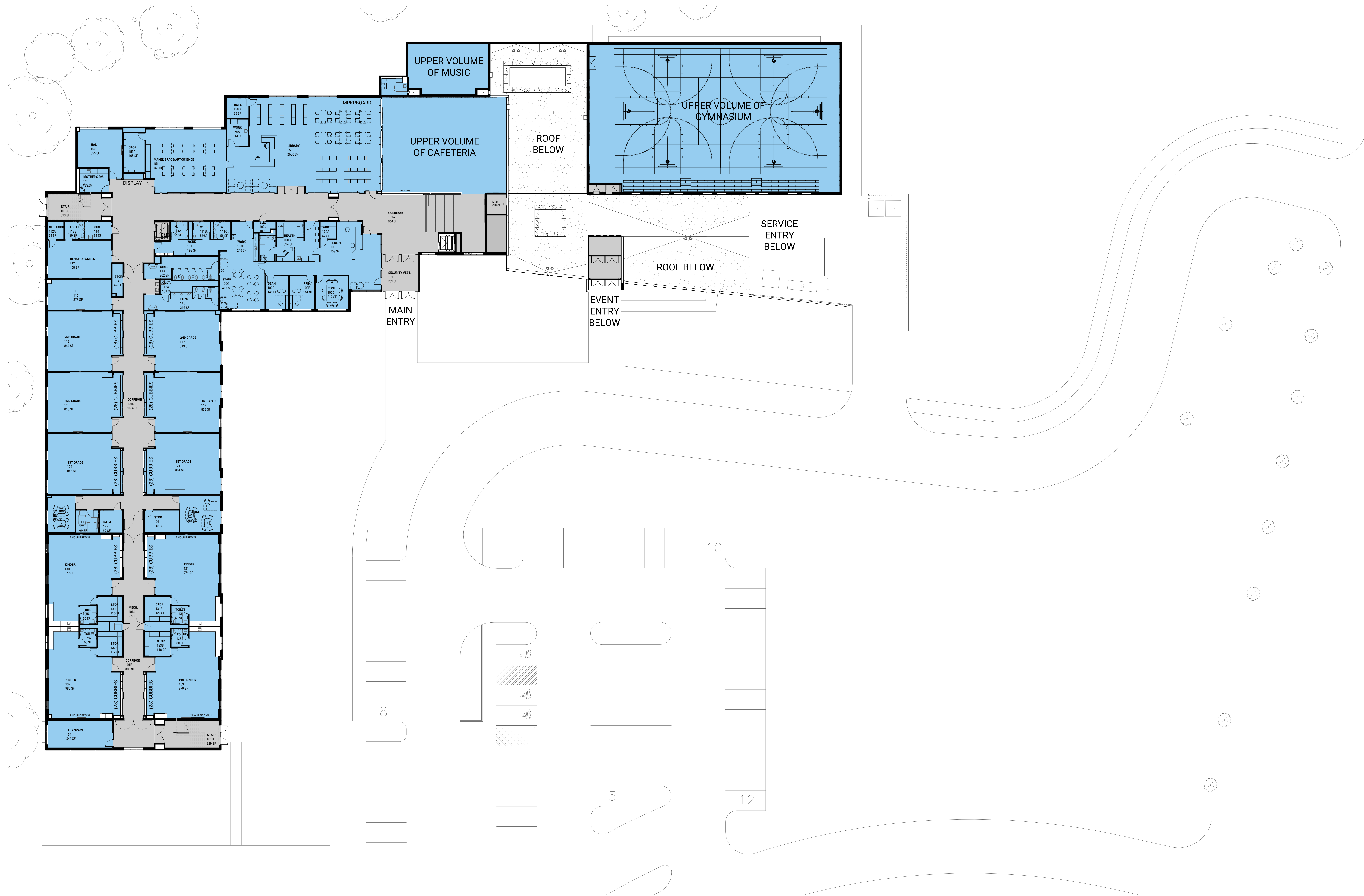
Judy spent a week in Pine Ridge, SD, at the Red Cloud Indian Schools, filling in for an absent food service director. This is a K-12 campus of Catholic schools, with about 600 students.

Regular monthly training – electrical safety, thermometer calibration.
Total foodservice training time: 16 hours



0' 16' 32'

MOCKINGBIRD ELEMENTARY SCHOOL
RALSTON PUBLIC SCHOOLS



MAIN LEVEL PLAN

0' 16' 32'

MOCKINGBIRD ELEMENTARY SCHOOL

RALSTON PUBLIC SCHOOLS

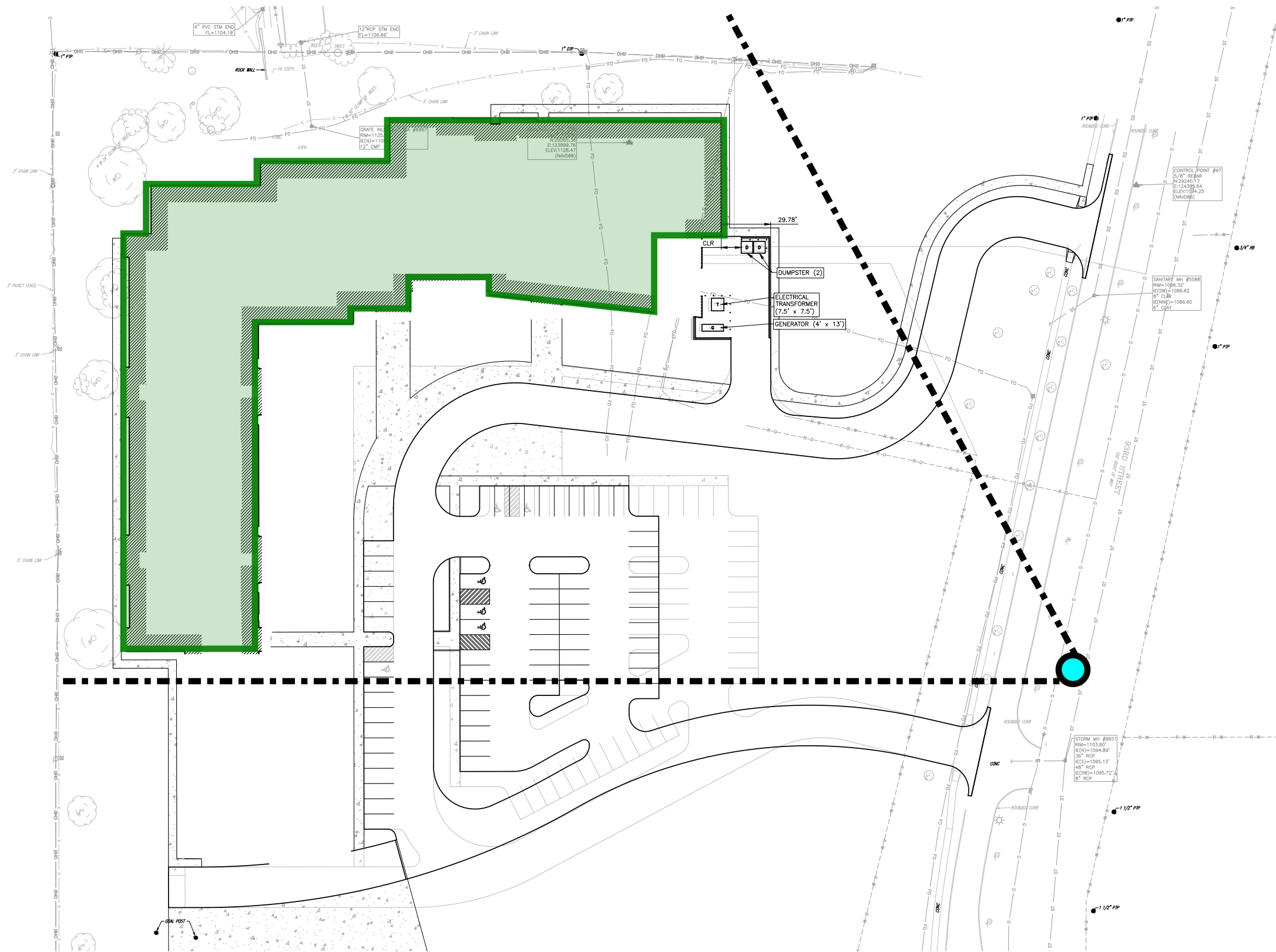


UPPER LEVEL PLAN

10' 8' 16'

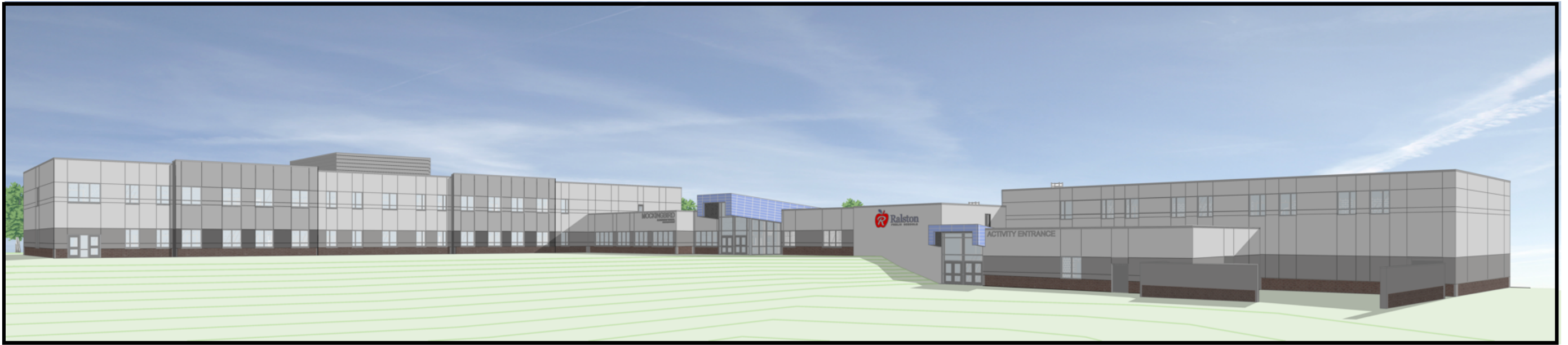
MOCKINGBIRD ELEMENTARY SCHOOL

RALSTON PUBLIC SCHOOLS



MOCKINGBIRD ELEMENTARY SCHOOL

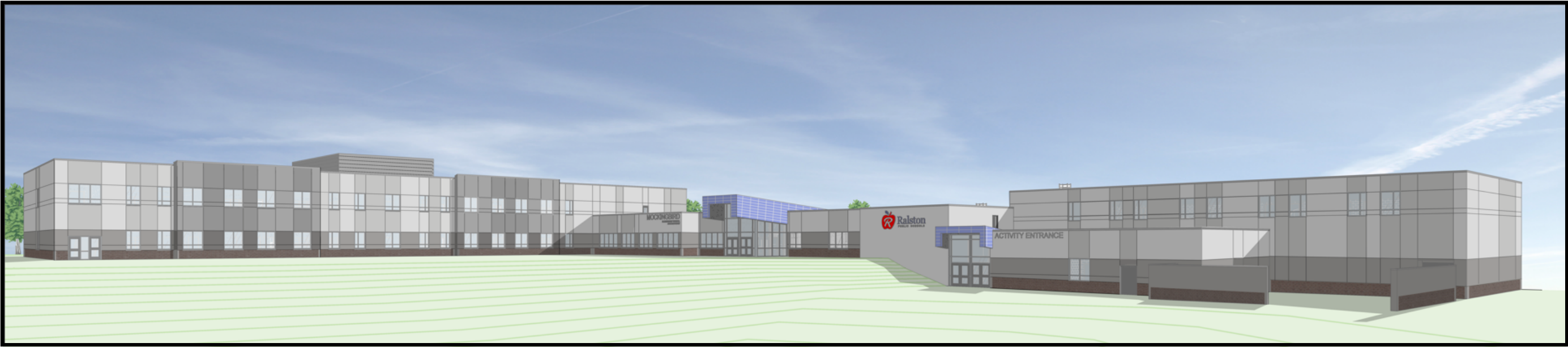
TILT-UP FACADE DESIGN: OPTION 1



TILT-UP FACADE DESIGN: OPTION 2



MOCKINGBIRD ELEMENTARY SCHOOL



MOCKINGBIRD ELEMENTARY SCHOOL