

Board of Education Regular
Meeting/Business
Monday, July 27, 2026 6:00 PM

Virginia Moon Administrative Center
8545 Park Drive
Ralston, NE 68127

Agenda

1. Call To Order
Speaker(s): Board President
2. Pledge of Allegiance
Speaker(s): Board President
 - 2.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
3. Public Comment Sign In Procedure
 - 3.1. Public Comment
4. Consent Agenda (Action)
Speaker(s): Board President
5. Board Development and Communication
 - 5.1. Board Members' Update
6. Superintendent's Report
Speaker(s): Superintendent
 - 6.1. Government Relations Update
Speaker(s): Mr. Jason Buckingham
 - 6.2. NASB Updates and Information
Speaker(s): Mrs. Elizabeth Kumru
 - 6.3. Elementary and Ralston Middle School Summer School Presentation
Speaker(s): Kyl Gillespie and Jon Taylor
 - 6.4. Multi-Cultural Education Review
Speaker(s): Sara Zabrowski-Gates, Jen Pollock
 - 6.5. Update from the Communications Department
Speaker(s): Jim Frederick
 - 6.6. Depreciation Fund Transfer Discussion
Speaker(s): Aaron Bredenkamp
 - 6.7. Tax Request Authority
Speaker(s): Aaron Bredenkamp
7. Board Action Items
 - 7.1. Training Resolution (Action)
Speaker(s): Jason Buckingham
 - 7.2. Approval of Policy 4065 Staff Use of AI Tools (Action)
Speaker(s): Jason Buckingham
 - 7.3. 2026-2027 Staff Handbook (Action)
Speaker(s): Ryan Pivonka
 - 7.4. Approval of Policy 6007 Senior Recognition (Action)
Speaker(s): Jason Buckingham
8. Policy Review
9. Pre-Adjournment Information and Activities

- 9.1. Announcements
- 9.2. Board of Education Supplemental Meeting Information
- 9.3. Future Board Calendar
- 10. Adjourn

2009
Public Participation at Board Meetings

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

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

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

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

Adopted on: _____

Revised on: _____

Reviewed on: _____



RPS Subcommittee 2023-2024 - Teaching & Learning

[RPS Subcommittee 2024-2025-Teaching & Learning](#)

[RPS Subcommittee 2025-2026-Teaching & Learning](#)

Subcommittee: Teaching & Learning 2026-2027

7.17.26				

July 17th, 2026

In attendance: Buck, Sara, Jen, Katie, Robin, Megan

- [UNO Early Literacy Project Data](#)
- [Retreat Overview](#)
- August T&L Subcommittee
 - 8/21 at 9:00

NSCAS year over year

% Proficient Language Arts						Difference between State % proficient and RPS % proficient				
Year RPS grade	21-22	22-23	23-24	24-25	25-26**	21-22	22-23	23-24	24-25	25-26**
3	30	49	49	41	42	20	13	10	16	16
4	38	41	47	51	51	15	14	12	9	9
5	35	43	46	52	48	12	14	11	4	10
6	27	51	50	44	58	17	4	8	15	0
7	31	52	58	52	48	11	2	0	7	10
8	31	54	62	59	56	15	9	1	4	8

Year NE grade	21-22	22-23	23-24	24-25	25-26**
3	50	62	59	57	58
4	53	55	59	60	60
5	47	57	57	56	58
6	44	55	58	59	58
7	42	54	58	59	58
8	46	63	63	63	64

Year over year	21-22	22-23	23-24	24-25	25-26**	Growth by % proficient		
						3 yr	2 yr	1 yr
Class of '34			41	51	51			10
Class of '33			49	51	48		-1	-3
Class of '32		49	47	52	58	9	11	6
Class of '31	30	41	46	44	48	7	2	4
Class of '30	38	43	50	52	56	13	6	4
Class of '29	35	51	58	59	-			

Purpose

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

Direction

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



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

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Subcommittee: Building and Grounds

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

Members Attending: Jason Buckingham, Mary Roarty, Samantha Willey

Roofing Projects

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

RHS Branding pictures

RHS Video Board on order

MB Playground work

VMAC retaining wall

Meeting on Thursday to work through our options

RHS Stadium progress

Drywall work is complete

Concrete work is complete

Finish work on plumbing and electrical is ongoing

Bleacher work

Gym Floor Progress

KW complete

SY complete

BL punch list

ME complete

WW starting 7/21,

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

Members Attending: Jason Buckingham, Mary Roarty, Samantha Willey

Roofing Projects

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

RHS Branding pictures

MB Playground work

VMAC retaining wall

Meeting on Thursday to work through our options

RHS Stadium progress

Framing nearly complete, roof goes on soon

Lights are installed

New location for the donor wall

Concrete repairs

WW

MB

RHS

Gym Floor Progress

KW complete

SY awaiting test results

BL in progress

ME nearly complete

WW starts next week.

Meeting Date & Time: 5/19/2026 RHS

Members Attending: Jason Buckingham, Mary Roarty, Samantha Willey

Phase II timeline

Expenditure tracker \$12.8M left as of 5/18/26

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

- RHS A-Wing June 11
- RMS Lower Gym and Weight Room June 15th

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

Members Attending: Jason Buckingham, Mary Roarty, Samantha Willey

Phase II timeline

Expenditure tracker \$13.6M left as of 4/10/26

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

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

Members Attending: Jason Buckingham, Mary Roarty, Samantha Willey

Expenditure Tracker

Phase II scope of project

Review Bond Update

Stadium and Pool Pack tour

Redesign of entryway at the stadium/fundraiser

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

Members Attending: Jason Buckingham, Mary Roarty, Samantha Willey

Expenditure Tracker
Phase II scope of project
 Pictures of stadium and Central Office
Timeline and next steps
Hillcrest Landing, 400 unit Apt.
Ponca and plans for 86th Parkway

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

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards
 Expenditure Tracker
 Phase II scope of project and bid results
 Timeline and next steps

Meeting Date & Time: 10/28/2025

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards
 Expenditure Tracker
 Phase II timeline
 Speck Nelson pictures
 Roofing projects update

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

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards
 Expenditure Tracker
 Additional Project Scope
 Internal v. external projects
 BOE and Bidding timeline
 RHS progress to date

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

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards
 Expenditure Tracker

Additional Project Scope/Retreat Agenda

Tour RHS and Parking lot

Other updates

- BL wall pads

- SY Ext. Paint/roofing

- WW finished

- MB wall pads

- RMS-punch list items to complete

Subcommittee: Building and Grounds

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

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards

- Expenditure Tracker

- Additional Project Scope discussion

- On site tour RHS

 - Gym, Wt. Room, parking lot

- Other projects

 - SY roof

 - WW, BL, KW, and SY paint

 - RMS parking lot, upper gym and low voltage

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

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards

- Expenditure Tracker

- On site tour RHS

 - Gym, Wt. room, Blinds (June 21) Restrooms

- Parking lot plan

- Gym, media center, art rooms, shops

- Tennis Court Grant \$48.5K

- RMS Upper parking and low voltage wiring cameras, interactive audio, alarm system and intercom

- Phase II plans WW, KW, BL, SY and MB

Subcommittee: Building and Grounds

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

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards

Expenditure Tracker

Rise Location

On site tour

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

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

Members Attending: Jason Buckingham, Mary Roarty, Robin Richards

Expenditure Tracker

Possibly Rise Location

- RHS
 - Parking lot demoed north 1/3
 - Day care and classroom update
 - Basketball hoops \$85,000 bid
 - Bond Tracker
 - Current bond fund status
- RMS
 - Gearing up for summer projects, parking lot low voltage, finish paint and lights in the gyms.
- SY, WW, BL, KW
 - Pre-construction meeting held with KE Flex to begin summer projects at each site.
- MB
 - Finalizing driveway project at MB

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

Members Attending: Jason Buckingham, Mary Roarty, Carrie Hough

- RHS
 - Parking lot (north 1/3 spring break 2025, mobilize March 10)
 - Basketball hoops \$85,000 bid
 - Bond Tracker
 - Current bond fund status \$32,142,602 as of 12/31/24
- KW, BL, WW and SY Phase II project
 - Exterior Paint at KW, patching of cracked facade
 - Replacement of window seats/window shades KW
 - Painting roof and window boxes BL
 - Install wall padding in recovery rooms BL
 - Painting of window boxes WW
 - Painting and patching of sawtooth roof SY
- RMS Summer 2025
 - Low voltage work to include cameras, voice amplification, new alarms
 - Replacement of upper parking lot and sidewalks
 - Exterior paint courtyard

- Lights and ceiling work upper gym (spring break 2025)

Subcommittee: Building and Grounds

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

Members Attending: Jason Buckingham, Mary Roarty, Carrie Hough

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

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

Members Attending: Jason Buckingham Carrie Hough

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

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

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

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

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

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

- SY and RMS tour
- Dedication plaques
- Bond Expenditure tracker
- RHS budget/scope of project
- Tracking projects
 - SY
 - onsite
 - RMS
 - onsitew
 - RHS
 - Parking lot complete, striping left
 - Hot water heaters are installed, startup late this week, early next
 - KW

- Flooring complete in classrooms/Cardinal Square. Hallway work is ongoing, finish by 7/25
- MB
 - Most of the interior work is complete, some punch list items, excavating and pouring concrete six days a week.
 - Sidewalk and fencing work is ongoing
- BL
 - Punch list items
 - Many staff have set up their rooms, parking lot and sidewalk work is complete

Subcommittee: Building and Grounds

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

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

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

Subcommittee: Building and Grounds

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

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

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

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

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

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

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

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

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

Subcommittee: Building and Grounds

Meeting Date & Time: September 15, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

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

Meeting Date & Time: August 23, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

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

Meeting Date & Time: July 21, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

July 21, 2023

- Meadows
 - Work continuing on interior finishes
 - Hallway tile

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

- 2nd Tranche of bonds are sold, we came out pretty good as there was a bidding war on some of our bonds. Interest rates are higher, but are much lower than we estimated at the outset of the project.

Subcommittee: Building and Grounds

Meeting Date & Time: June 2, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

Agenda:

- I. ME
 - A. Overhead electrical
 - B. 3M glass film
 - C. Water main for fire sprinkler system
 - D. Drywall taping and mudding Phase 5
 - E. Ceiling grids
- II. MB
 - A. More panels on the ground to be lifted. 30 completed by next week
 - B. Underground utility work on 93rd st. limited closures throughout June
- III. KW
 - A. Change orders aplenty, drywall removal and reinstall,
 - B. Vandalism
 - C. HVAC work progressing
- IV. RMS
 - A. HVAC work progressing, many hallway units are installed, hoping to have limited cooling in some locations by July 4
 - B. Boiler room nearly complete
- V. WW
 - A. Move completed, demolition has started, installation of some new ductwork has been completed
 - B. Contractor Trailer onsite.
 - C. Asbestos removal is complete
- VI. BL
 - A. GMP received from Weitz, bid is right on budget, contingency fund is healthy, present to BOE June 12
- VII. RHS
 - A. Concession stand to have power today
 - B. Interior work very near completion

C. Softball field now has a rock base, drainage.

Subcommittee: Building and Grounds

Meeting Date & Time: April 28, 2023

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

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: March 23, 2023

Members Attending: Jason Buckingham, Mary Roarty, Carrie Hough

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: February 22, 2023

Members Attending: Jason Buckingham, Mary Roarty, Carrie Hough

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: January 20, 2023

Members Attending: Jason Buckingham, Carrie Hough, Mary Roarty

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: December 12, 2022

Members Attending: Jason Buckingham, Mary Roarty

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: November 11, 2022

Members Attending: Jason Buckingham, Mary Roarty

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: October 24, 2022 in person

Members Attending: Jason Buckingham, Mary Roarty

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: September 19, 2022 via zoom

Members Attending: Jason Buckingham, Mary Roarty

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: August 23, 2022 via zoom

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

Agenda:

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

Subcommittee: Building and Grounds

Meeting Date & Time: Monday, July 22, 2022

Members Attending: Mary Roarty, Jason Buckingham

Agenda:

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

Meeting Date & Time: Monday, Jun 20, 2022

Members Attending: Mary Roarty, Jay Irwin, Jason Buckingham

Agenda:

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

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

Next Meeting Date & Time: TBD

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

Ralston Public Schools

Board of Education Retreat Meeting

Monday, July 20, 2026

The Ralston Public Schools Board of Education met in open, public session on Monday, July 20, 2026. The meeting took place at the Virginia Moon Administrative Center at 8545 Park Drive, Ralston, NE. The District provided advanced notice by posting notice on the website at ralstonschools.org

Call to Order

Board President, Carrie Hough called the meeting to order at 4:00pm.

Roll Call

Motion to excuse Board Member Katie Krause made by Liz Kumru, seconded by Robin Richards. Carrie Hough, Samantha Willey, Robin Richards, Mary Roarty and Liz Kumru all voted aye. In addition Megan Harding, Jen Pollock, Ryan Pivonka, Aaron Bredenkamp, Jim Frederick and Jason Buckingham were in attendance.

Strategic Plan Review

An update to the progress, accomplishments and next steps in the four areas of the district's strategic plan was presented. Time was given for question and answer sessions on each of the four main areas of the strategic plan.

Adjournment

Motion made by Robin Richards, seconded by Samantha Willey. Willey, Richards, Roarty, Kumru and Hough all voted Aye at 6:44pm.

**Ralston Public Schools
Board of Education Regular Meeting
Monday, July 13, 2026**

The Ralston Public Schools Board of Education met in open, public session on Monday, July 13, 2026. The meeting took place in the Linda J. Richards Leadership and Learning Center in the Virginia Moon Administrative Center, 8545 Park Drive, Ralston, NE.

The district provided advance notice by publication in *The Omaha Daily Record* and on the district's website, www.ralstonschools.org.

Call to Order

Board President, Mrs. Carrie Hough, called the meeting to order at 6:00 pm.

Roll Call

A motion was made to excuse Board Member Mrs. Robin Richards. A motion was made by Mrs. Elizabeth Kumru and seconded by Ms. Mary Roarty.

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

In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Sara Zabrowski-Gates, Dr. Ryan Pivonka, Dr. Aaron Bredenkamp, Mrs. Jenn Pollock, Mrs. Megan Harding, and Mrs. Megan Moyers.

Consent Agenda

Consent agenda items included:

- Minutes from the June 22, 2026, meeting
- June Financial Report
- June bills in the amount of \$806,116.17 for the General Fund, and \$1,268,376.35 for the Special Building Fund.

Prior to the meeting, Mrs. Katie Krause and Mrs. Liz Kumru reviewed the bills.

Motion to approve consent agenda was made by Mrs. Elizabeth Kumru and seconded by Mrs. Katie Krause

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

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Ms. Mary Roary:

- Thanked Superintendent, Mr. Jason Buckingham, for attending a conference in Washington D.C. to represent Ralston Public Schools.

Mrs. Katie Krause:

- Would like to attend Meadows Elementary Early Childhood Family meet ups. Thanked teachers and support staff for all their work so children can enjoy the schools year-round.

Mrs. Samantha Willey:

- Congratulated staff at Seymour Elementary on their Omaha Choice Award. Thanked Superintendent, Mr. Jason Buckingham, for attending a conference in Washington D.C. to represent Ralston Public Schools.

Mrs. Elizabeth Kumru:

- Saw the new playground equipment at Mockingbird Elementary. Thanked Superintendent, Mr. Jason Buckingham, for attending a conference in Washington D.C. to represent Ralston Public Schools.

Mrs. Carrie Hough:

- Attended consent agenda meeting. Noted that it is nice to drive around and see all the work that is being completed throughout the district.

Teammates Presentation

Mrs. Shawna Mayer and other members of Ralston Chapter of the TeamMates organization provided an update on the partnership between the district and Teammates.

District Financial Report

Dr. Aaron Bredenkamp provided an overview of the District Financial Report for the month. He addressed any questions that the Board of Education members had about any part of the financial statements.

Government Relations Update

Mr. Jason Buckingham updated the Board regarding Legislative issues.

NASB Update

Mrs. Elizabeth Kumru provided an update on the following events from NASB.

- Area Membership Meeting: Omaha 09/01/2026

Noted that John Spatz shared that Nebraska had the third largest delegation at Conference in Washington and that Superintendent Buckingham did a great job presenting for Ralston Public Schools.

Enrollment Update

Dr. Sara Zabrowski-Gates reviewed the enrollment information with the Board. There is still room at PreK, besides Mockingbird Elementary. Other numbers are somewhat like last year, down about 40 students. There are still draft applications, so they anticipate

more coming in as we get closer to the start of the school year. Option enrollment is still down from last year, but we are starting to close the gap.

District Bond Project Update

Mr. Jason Buckingham provided an update to the Board of Education on the progress of various projects in motion with the 2021 Future Ready Ralston Bond Initiative.

Meadows Elementary School Improvement Plan Overview

Meadows Elementary Principal, Mrs. Lisa Schroeder, presented the school's improvement plan. Mrs. Lisa Schroeder spoke about their goals for reading and attendance.

2026-2027 District Budget Overview/LB 644 meeting

Dr. Aaron Bredenkamp provided the Board of Education with a preliminary look at the Draft 2026-2027 District Budget. Dr. Bredenkamp shared factors that will impact the District Budget and addressed any questions from the Board. The Budget Adoption Calendar will be shared again and reviewed outlining the steps that will be taken over the next few months to gather feedback on the budget and communicate appropriately.

Additional Board Action Items

2026-2027 District Student Fee List Approval

Ms. Mary Roarty motioned to approve the 2026-2027 District Student Fee List. The motion was seconded by Mrs. Elizabeth Kumru.

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

Elementary, Middle School, and High School Handbooks Approval

Mrs. Katie Krause motioned to approve the Elementary, Middle School, and High School Handbooks. The motion was seconded by Mrs. Samantha Willey.

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

Arbor Family Counseling Contract Renewal

Mrs. Samantha Willey motioned to approve the Arbor Family Counseling Contract Renewal. The motion was seconded by Mrs. Elizabeth Kumru.

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

Approval of Policy 5008 Pregnant or Parenting Students

Ms. Mary Roarty motioned to approve adoption of Policy 5008 Pregnant or Parenting Students. The motion was seconded by Mrs. Elizabeth Kumru.

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

Approval of Policy 5037 Student Internet and Computer Access

Mrs. Elizabeth Kumru motioned to approve adoption of Policy 5037 Student Internet and Computer Access. The motion was seconded by Mrs. Katie Krause.

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

Approval of Policy 6038 Student Use of AI Tools

Ms. Mary Roarty motioned to approve adoption of Policy 6038 Student Use of AI Tools. The motion was seconded by Mrs. Elizabeth Kumru.

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

Sign Language Interpreter (SLI) Contract

Mrs. Katie Krause motioned to approve the Sign Language Interpreter Contract for the 2026-2027 School Year. The motion was seconded by Mrs. Elizabeth Kumru.

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

Local Union #226 Food Service Workers Negotiated Agreement

Mrs. Samantha Willey motioned to approve the Local #226 Food Service Workers Negotiated Agreement for 2026/2027 and 2027/2028 as presented. The motion was seconded by Mrs. Elizabeth Kumru.

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

Mrs. Kumru: Yes

Policy Review

The Board and Administration will review proposed policies.

4065 Staff Use of AI Tools

5045 Student Fees, Fines and Charges

5057 District Title I Parent and Family Engagement Policy

6002 School Calendar

6007 Senior Recognition

Adjournment

The Board voted to adjourn the meeting at 8:20 pm with a motion made by Mrs. Elizabeth Kumru and a second by Mrs. Katie Krause.

Ms. Roarty: Yes

Mrs. Krause: Yes

Mrs. Kumru: Yes

Mrs. Willey: Yes

Mrs. Hough: Yes

The next regular meeting is scheduled for July 27, 2026, at 6:00 pm.

Mrs. Carrie Hough, President

Mrs. Elizabeth Kumru, Secretary

2026 Legislative Session*

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

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

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

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

Federal & State Holidays

January 19 – Martin Luther King Jr. Day
February 16 – Presidents' Day

Legislative Recess Days

February 13
March 2, 13, 16, 27
April 3, 6, 13, 14, 15, 16

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



Board of Education Legislative Goals 2025/2026

Ralston Public Schools Non-negotiables

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

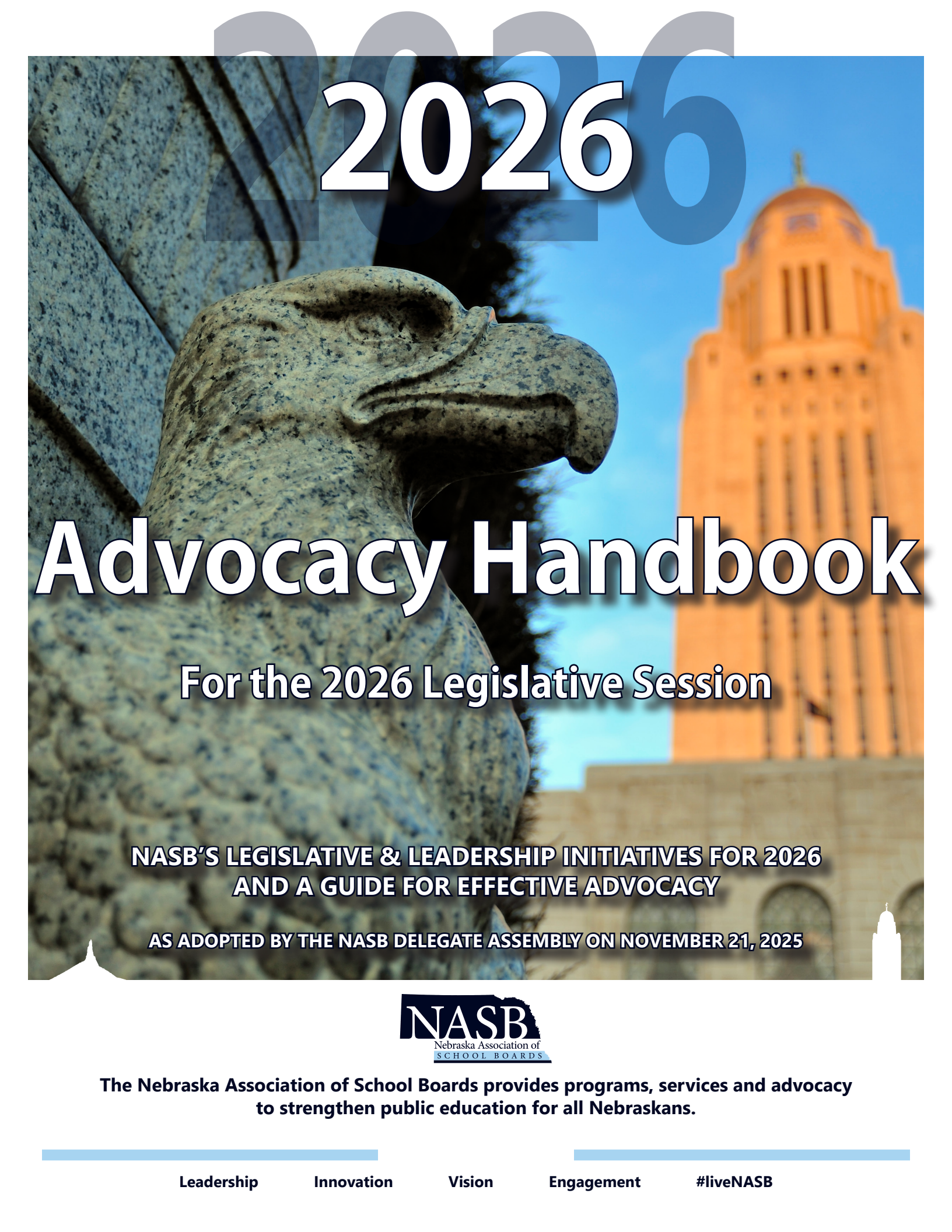
Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.
- Support legislation that fairly and equitably funds each public school district based on need.
- Support legislation at the state and federal levels that protects the educational opportunities for all students, including our most vulnerable populations.
- Continue to support legislation protecting our sources of funding at the state and federal levels.
- Oppose legislation that infringes upon or restricts local control.
- Review, monitor, and potentially support legislation that identifies and increases different revenue mechanisms for public schools across Nebraska, including but not limited to the repeal of sales tax exemptions.
- Oppose any efforts to create a partisan State Board of Education or Commissioner of Education.
- Oppose tax cuts that endanger any part of the State's revenue stream.
- Monitor any legislation that adjusts property valuation.
- Continue to support and enhance Learning Community Programs that serve students living in poverty and/or diverse student populations in Ralston and within the Metro Area.
- Support legislation to increase funding for early childhood programs.
- Encourage further adjustments to the needs formula within TEEOSA specifically for students who are of Limited English Proficiency and/or students living in poverty.
- Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas and paid student internships.
- Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)
- Oppose any legislation that advances charter schools, reduces the tax base for



the purpose of funding private schools, or voucher systems that reduce funding and opportunities for public schools.

- **Support school choice through the protection of net option funding.**
- **Continue to be a vocal advocate in the legislature for our students, staff and the Greater Ralston Community**
- **Support legislative efforts that promote or fund recruitment and/or retention programs for staff in public schools**
- **Support legislative efforts to promote and maintain the safety and security of our students and staff.**



2026

Advocacy Handbook

For the 2026 Legislative Session

**NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2026
AND A GUIDE FOR EFFECTIVE ADVOCACY**

AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 21, 2025



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

Leadership

Innovation

Vision

Engagement

#liveNASB

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WHAT NASB CAN DO FOR YOU?

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



YOUR NASB LEGISLATIVE TEAM



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



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



John Spatz
Executive Director
jspatz@NASBonline.org



Lindsey Headrick
Administrative Specialist
lheadrick@NASBonline.org

CALENDAR & RESOURCES

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

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

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

Nebraska Legislature:
www.nebraskalegislature.gov

Senators Web Pages:
www.nebraskalegislature.gov/senators

2026 YOUR ROLE IN ADVOCACY & ENGAGEMENT

Leadership

Innovation

Vision

Engagement

#liveNASB

109TH LEGISLATURE, 2ND SESSION

WHAT IS YOUR ROLE?

Engaging in advocacy happens all year long.

When the legislature inserts itself into the boardroom or the classroom, lawmakers need to hear from YOU.

Advocating for LOCAL CONTROL is critical.

Here's what you can do:

STAY INFORMED - KNOW THE PROCESS - ENGAGE

STAY INFORMED

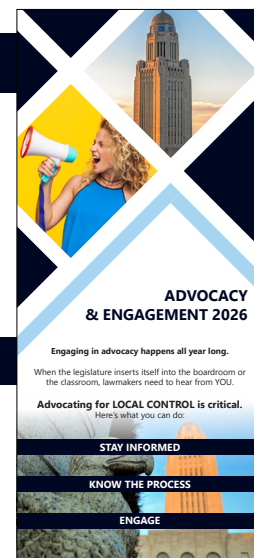
- Track the legislation that impacts your district ... Have the data that tells your story
 - Spending - Student Demographics - School Needs - Community Feedback
- Attend the Legislative Issues Conference & State Education Conference
- Get updates from NASB's Advocacy Team

KNOW THE PROCESS

- The 60-Day Session starts Wednesday, January 7. Bill introduction is the first 10 days of the Session. Committee Hearings take place the first 30 days. Priority Bills are identified mid-February. 60-Day Session ends around mid-April.
- Legislative Issues Conference: January 25-26 - Lincoln

ENGAGE

- Facilitate regular meetings with your representative. Engage in the process; go on record!
 - Come testify - Write a letter - Send an email
- Come to Lincoln for a Day at the Capitol
- Consider becoming one of NASB's "expert, go-to members" in an area where you can engage!



NASB CAN ASSIST YOU ... JUST ASK!

DID YOU KNOW: We LIVE Here!

79% of Nebraska's 1,700 locally elected school board members serve at or within 100 miles of where they graduated ... with 51% serving IN the district they graduated from. As a school board member and community leader, you are in an excellent position to educate and influence the legislative process and are seen as a key resource on education policy for your district.



The narrative you read inside the pages of this book represents a set of belief statements which direct NASB's government relations efforts. These words guide our lobbying efforts at the State Capitol and the State Board of Education, as well as with our representatives in Washington, D.C.

While this work characterizes an effort to describe an issue or condition to be addressed, rarely is a bill written in such plain language. Legislative bills are a blend of several ideas, or perhaps a promising idea and a substantial price tag. NASB formulates its stance on legislation in collaboration with the Legislation Committee, whose guidance reflects both the technical and political complexities of the amendment process.

2,000,000 Nebraskans

329,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

109TH LEGISLATURE, 2ND SESSION

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

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

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

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

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

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

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

- S-1 Board Development
- S-2 Board Recognition
- S-3 Business and Education Partnerships
- S-4 Collaborative Services to Youth
- S-5 Leadership Team
- S-6 Parent Involvement
- S-7 Policy
- S-8 Use of Accountability Data for School Improvement

CONDITIONS OF CHILDREN

- S-9 Abuse of Alcohol, Tobacco, & Other Drugs
- S-10 At-Risk Students and the Achievement Gap
- S-11 Cooperation with HHS
- S-12 Early Childhood Education
- S-13 Option Enrollment; Homebound Students
- S-14 Option Enrollment Limitation
- S-15 Liability for Medication Administration
- S-16 Mental & Behavioral Health
- S-17 Nutrition Education/Student Wellness
- S-18 Safe School Environment
- S-19 Statewide Poverty/Trauma Funding
- S-20 Student Discipline

CURRICULUM & INSTRUCTION

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- S-22 Achievement Test Score Use
- S-23 Assessment of Student Learning
- S-24 Cultural Diversity
- S-25 Curriculum Adoption
- S-26 Library/Media Content
- S-27 Responding to Special Education Costs
- S-28 Student Expression
- S-29 Support of Early Childhood in the Community
- S-30 Technology

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- S-32 Budget Lid: Growth Factor
- S-33 Compensation for Statewide Assessments
- S-34 Elimination of Budget Reserve Limits
- S-35 Elimination of Expenditure Limitation
- S-36 ESU Core Services Funding
- S-37 Expand use of QCPUF
- S-38 Financing Capital Improvements
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- S-40 For-Profit Entities Operating in Tax-Exempt Zones
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- S-43 General Fund Reserve Limit Exception
- S-44 Gifts, Donations, or Foundation \$\$\$ as Receivables
- S-45 K-12 School Trust Land and Permanent Fund
- S-46 Legislation Implementation
- S-47 Legislative Review of Statutory Deadlines
- S-48 Lower Local Effort Rate
- S-49 Option Enrollment
- S-50 Property Tax Reform/Relief

- S-51 Reset the Revenue Lid
- S-52 Revenue Reductions from Valuation Losses
- S-53 Districts Dealing with Unanticipated Revenues
- S-54 Funding Must Be Predictable and Sustainable
- S-55 Special Building Fund Tax Levy Exclusion
- S-56 State Funding System
- S-57 Uniform Valuation Calculation for State Aid
- S-58 Vouchers and Tax Credits

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- S-61 Authority of School Boards
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- S-65 Educational Service Unit Governance
- S-66 Educational Service Unit Reorganization
- S-67 Possession of Firearms on School Grounds
- S-68 School Consolidation
- S-69 Personal Liability
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- S-73 School Calendars
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- S-83 Scope of Bargaining
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- S-87 Constitutional Rights & Responsibilities
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- S-89 Educational Service Units
- S-90 Guiding the P-16 Effort: 21st Century Skills
- S-91 Independent School Districts
- S-92 Local Control for Public PK-12 Schools
- S-93 Local District Advocacy
- S-94 NDE Authority
- S-95 Nonpublic Schools Standards
- S-96 Policy Leadership & Vision on the Future of PK-12
- S-97 Voting Higher Than a Simple Majority

... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 8, 2025

... AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 9, 2025

... AND APPROVED BY THE DELEGATE ASSEMBLY ON NOVEMBER 21, 2025

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

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

CONDITIONS OF CHILDREN

CURRICULUM & INSTRUCTION

FUNDING & FINANCE

GOVERNANCE & STRUCTURE

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

STATE POLICY

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — Board Development - NASB encourages boards of education to take part in board in-service and development programs and to budget funds for such programs. (1995)

S-2 — Board Recognition - NASB believes the service of school boardsmanship is fundamental to participatory democracy and deserves recognition collectively and individually from state and local communities. (prior to 1995)

S-3 — Business and Education Partnerships - NASB encourages boards of education to develop mutually beneficial partnerships with business to ensure mutual understanding and cooperation. (1995)

S-4 — Collaborative Services to Youth - NASB urges collaborative linkages between schools and other public and private agencies that serve children. (prior to 1995)

S-5 — Leadership Team - NASB believes that each board of education should create an administrative leadership team, which should include all supervisory and managerial employees including the superintendent and board members. (prior to 1995, amended 2007)

S-6 — Parent Involvement - NASB urges boards of education to support partnerships between parents and schools that encourage parent involvement in the education process. (1997)

S-7 — Policy - NASB considers it imperative that boards of education adopt clearly defined, flexible policies after input from the administration, parents, employees, and other interested parties. Policies, based on a clear understanding of the education process, should be thoroughly reviewed annually. The execution of policy is the responsibility of professional administrators and staff. (prior to 1995)

S-8 — Use of Accountability Data for School Improvement - NASB supports using school accountability data to determine potential strategies/resources for helping schools improve. We support the concept of growth or learning mindset which suggests that school effectiveness is assessed as an improvement process. Our perspective is that all schools in Nebraska are important and have opportunities to become more effective as quality educational systems. (2020)

CONDITIONS OF CHILDREN

S-9 — Abuse of Alcohol, Tobacco, & Other Drugs - NASB supports efforts by boards of education and state and national officials to strictly enforce policies regarding the sale, use or possession of illegal drugs including methamphetamine, marijuana, THC products and synthetic equivalents of THC and marijuana, alcohol, tobacco, nicotine products, vapor products (including e-cigarettes), and any products intended by appearance or effect to replicate tobacco products on school property. The designation of "drug free zones" near schools is also urged. (prior to 1995, amended 2015)

S-10 — At-Risk Students and the Achievement Gap - NASB recognizes that there are many children and youth who are experiencing special difficulties in achieving high education standards. NASB supports increased funding to help close the gap in educational opportunity and educational achievement, and urges boards of education to work with, and obtain increased funding from the state Legislature, as well as state and federal education agencies to assist at-risk children and youth in making adequate educational progress. (prior to 1995, amended 2009)

S-11 — Cooperation with HHS - NASB supports legislation which mandates cooperation and consultation with school districts as it relates to the placement of children under the custody of DHHS. Comprehensive information about a child's educational needs should be shared with a school district prior to the placement of a student in a new school district. (2020)

109TH LEGISLATURE, 2ND SESSION

S-12 — Early Childhood Education - NASB supports quality early childhood education programs accessible to all children and advocates programs that provide age-appropriate activities to prepare children for school. (prior to 1995)

S-13 — Option Enrollment; Homebound Students - NASB supports legislation stating that when an option student becomes homebound, the school district in which the student resides assumes full responsibility for educating the student. (1998, amended 2016, 2025)

S-14 — Option Enrollment Limitation - NASB supports legislation returning option students to the resident school district if the option district must contract with another school district or agency for the educational services needed by the student. (1996, amended 2016, 2025)

S-15 — Liability for Medication Administration - NASB supports legislation that would limit the liability of a school district and school district representatives for the administering of prescription medication to students. (1999, amended 2013, 2016)

S-16 — Mental & Behavioral Health - NASB will support legislative efforts to provide services related to mental and behavioral health to school-age children across Nebraska. (2018)

S-17 — Nutrition Education/Student Wellness - NASB believes that wellness programs for schools should emphasize healthy lifestyles and eating habits, mindful of all eating disorders, as well as obesity. (2004)

S-18 — Safe School Environment - NASB supports efforts to provide a school environment that is free from weapons, harassment, bullying, violence, drugs (including alcohol and tobacco), and other factors which threaten the safety of students and staff. (1997, amended 2012)

S-19 — Statewide Poverty/Trauma Funding - NASB recognizes the growing number of public school students across the state that are living in impoverished conditions and/or with traumatic experiences. NASB supports the use of research-based science to strengthen policy, program design and funding that targets those impacted by persistent poverty and/or trauma. (2017)

S-20 — Student Discipline - NASB opposes legislative mandates related to student discipline. NASB supports student discipline as an essential, mutual responsibility of parents, teachers, and administrators, with final responsibility resting with school boards. (1999, amended 2019)

CURRICULUM & INSTRUCTION

S-21 — Access to Equal Education Opportunities - NASB supports equal educational opportunities for all students, regardless of their race, wealth or family circumstance, and urges the Legislature, the State Department of Education, and boards of education to remove all barriers that may prevent any child from having full access to such education opportunities. (1995, amended 2009)

S-22 — Achievement Test Score Use - NASB opposes the use of test scores for the comparison of school districts or for the ranking of schools. (1998)

S-23 — Assessment of Student Learning - NASB supports multiple approaches to assess student learning, with decisions on assessment made at the local district level, and opposes a single "high-stakes" testing procedure. (2001)

S-24 — Cultural Diversity - NASB urges all boards of education to support and implement curriculum which recognizes cultural diversity and enhances the knowledge of students about various ethnic and cultural backgrounds. (prior to 1995)

S-25 — Curriculum Adoption - NASB opposes legislative mandates addressing curriculum and testing. NASB supports the adoption of curriculum by local school boards and the State Board of Education. (2019)

S-26 — Library/Media Content - NASB supports that school district library/media content is a local decision. (2022)

S-27 — Responding to Special Education Costs - NASB supports legislative efforts to give school districts that incur unforeseeable additional special education expenses assistance to alleviate cash flow problems. (2005)

S-28 — Student Expression - NASB supports the authority of the local boards of education and school administration to regulate the content of school-sponsored publications and curriculum. (1997, amended 2009)

S-29 — Support of Early Childhood Programs in the Community - NASB will support early childhood education programs at the community level, which may include redefining economic development programs to include early childhood infrastructure development for communities and will support early childhood programs as an element in community comprehensive plans. (2018)

S-30 — Technology - NASB supports equal access to current technology for all school districts so they may engage all students in the curriculum, to equip them for an increasingly technological society and job market, and to provide them greater access to education services. (prior to 1995)

FUNDING & FINANCE

S-31 — Accounting of Funds - NASB supports transparent accounting and full disclosure of all funds received and expended for public education consistent with federal regulations. (2005)

S-32 — Budget Lid: Growth Factor - NASB supports legislation which would establish an education expenditures "growth factor" which reflects the actual cost of providing a public education for school districts, learning communities, and ESUs. (2001, amended 2008)

109TH LEGISLATURE, 2ND SESSION

S-33 — Compensation for Statewide Standards & Assessments - NASB supports adequate funding to compensate school districts/ESUs for the cost of implementing and managing the statewide learning standards and assessments. (2008, amended 2009, 2013)

S-34 — Elimination of Budget Reserve Limits - NASB supports legislation that eliminates reserve limitation in the Tax Equity and Educational Opportunities Support Act and in debt service funds. (2000, amended 2001)

S-35 — Elimination of Expenditure Limitation - NASB supports legislation eliminating the limitation on general fund expenditures. (2000, amended 2011)

S-36 — ESU Core Services Funding - NASB supports legislation to adequately fund Educational Service Units in a manner that allows successful implementation of statewide educational initiatives that are developed by law in conjunction with the Nebraska Department of Education. (2009, amended 2015)

S-37 — Expand use of Qualified Capital Purpose Undertaking Fund - NASB supports the expansion of the Qualified Capital Purpose Undertaking Fund to include modifications for student and staff security including cyber security. (2015)

S-38 — Financing Capital Improvements - NASB supports adequate funding for school districts and ESUs for maintenance or replacement of our rapidly deteriorating facilities. (1997, amended 2015)

S-39 — Fiscal Policy - NASB believes the Governor and Legislature must work together to create fiscal policy that will adequately fund public education statewide based upon the needs of students and not driven by a pre-set allocation of funds for education regardless of need. Nebraska demographics and student needs are dynamic, as are the changing education standards required to be competitive nationally and internationally. To meet this challenge, fiscal policy would be built upon a broad base with the lowest possible rates to provide stability in the tax base and revenue stream, provide local government with the tools to generate adequate financial resources, yet equalize financial support among taxpayers, and assure the principle of uniform assessment. (prior to 1995, amended 2009)

S-40 — For-Profit Entities Operating in Tax-Exempt Zones - NASB supports legislation to ensure equitable tax payments by for-profit business ventures operating on publicly owned or otherwise exempt property. (2003)

S-41 — Funding of Mandated Programs - NASB urges full funding by the state and federal governments at statutory levels of all programs, standards, activities, and services mandated to public schools and ESUs by the Legislature and Congress, and further urges that any unfunded mandates allow authority for supplementary appropriations or outside levy lid funding. (1997, amended 2012, 2017, 2019)

S-42 — Funding: School District Infrastructure, Site Purchases and Building Operating Expenses - NASB supports legislation that would provide an alternative to property taxes for financing facility development, maintenance, and operation. (2003)

S-43 — General Fund Reserve Limit Exception - NASB supports legislation that would not allow school districts to be penalized or state aid to be adjusted, to a school disadvantage, when any type of error or correction is made in calculating the state aid formula. (1999, amended 2016)

S-44 — Including Gifts, Donations, or Foundation Funds as Receivables - NASB opposes the inclusion of gifts, endorsements, donations, or foundation expenditures that are not regular operating expenses in the calculation of receivables in the state aid formula. (2000)

S-45 — K-12 School Trust Land and Permanent School Fund - NASB opposes any action that would reduce the assets, or the value thereof, of the school land trust or diversion of the Permanent School Fund. (prior to 1995, amended 2010, 2024)

S-46 — Legislation Implementation - NASB supports the concept that any legislative bill that limits financial resources, or requires additional financial resources, is done within a timeframe that will not negatively affect the school's ability to prepare their budget. (1997, amended 2015, 2017, 2019)

S-47 — Legislative Review of Statutory Deadlines - NASB urges legislative review of the conflicting mandatory deadlines that affect school revenues and expenditures. (2011)

S-48 — Lower Local Effort Rate - NASB supports lowering the Local Effort Rate and valuations in TEEOSA which would increase equalization aid. (2024)

S-49 — Option Enrollment - NASB supports the ability of districts to manage their student population as it relates to option enrollment taking into consideration the capacity and workforce of the district (2025)

S-50 — Property Tax Reform/Relief - Any legislative discussion on property tax and distribution of state aid should include participation from school board and ESU board members. (2015)

S-51 — Reset the Revenue Lid - NASB supports legislation requiring the Nebraska Department of Education to recalculate the revenue lid to add the amount of the special education reimbursement, or alternatively, to not include the special education reimbursement in the revenue restricted by the lid. (2024)

S-52 — Revenue Reductions for School Districts Affected by Property Valuation Losses - NASB supports legislation that would create a hold harmless effect for districts which experience a decrease in valuation. (2004)

109TH LEGISLATURE, 2ND SESSION

S-53 — School District Options in Dealing with Large, Unanticipated Revenues - NASB supports legislation giving school boards options in dealing with large, unanticipated revenue increases in order to minimize fluctuations in state aid. (2000)

S-54 — School and ESU Funding Must Be Predictable and Sustainable - Notwithstanding any current standing position or resolution, the NASB would consider the support of a school/ESU funding proposal only if it could be demonstrated to be predictable, sustainable, and it does not encroach on local control as defined by the locally elected school board or ESU members. (2024)

S-55 — Special Building Fund Tax Levy Exclusion - NASB supports amending the Nebraska Statutes that address budgeting and spending lid restrictions to allow school districts the ability to utilize up to fourteen cents of the Special Building Fund tax levy outside of the budgeting and spending lid restriction so that districts can plan for and fund capital improvement projects, building repairs and upgrades, and school district infrastructure needs. (2007, amended 2020)

S-56 — State Funding System - NASB supports a stable, predictable, equitable, and adequate statewide education funding system that honors the Legislature's commitment to provide for free instruction in the common schools of this state, as guaranteed by the Nebraska Constitution, by prioritizing education funding in the state budget, and that:

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

S-57 — Use of a Uniform Valuation Calculation to Determine Local Resources and State Aid - NASB supports a property tax assessment system that utilizes uniform accounting practices to determine the property valuation number from which local and state officials can calculate both the local resources available to fund schools from property taxes, and the resulting calculation of state aid payments to school districts. (2003)

S-58 — Vouchers and Tax Credits - NASB opposes any attempt to amend or circumvent the Nebraska and United States Constitutions to permit the use of public funds for the support, either direct or indirect,

of schools not controlled by the public at large. NASB opposes any state or federal legislation allowing either tax credits, vouchers, or funding for children, or the parents or guardians of children attending nonpublic schools, or donors to scholarship funds for non-public education. (prior to 1995, amended 2020, 2025)

GOVERNANCE & STRUCTURE

S-59 — Accountability - NASB believes that boards of education are accountable to students, parents, taxpayers, and employees for providing education programs, striving for education excellence, identifying education needs, adopting clearly defined written policies, measuring the success of instruction programs, and interpreting and disseminating information to the public through a public relations plan. (prior to 1995)

S-60 — Amend Open Meetings Act for Evaluations - NASB supports legislation to allow boards to go into executive session to discuss superintendent evaluations and/or for the narrowing down of superintendent candidates. (2017)

S-61 — Authority of School Boards - NASB supports the authority of boards of education to effectively govern and execute their statutory responsibilities. (1997, amended 2015)

S-62 — Charter Schools - NASB believes that any charter schools, or the like, involved with any aspect of K-12 education be authorized by a public school district, be located within the boundaries of such public school district and be accountable to the authorizing district for their student achievement, finances and operations. (1998, amended 2015)

S-63 — Duties of Schools - NASB believes that the primary function of Nebraska schools should be the education of students and that the Legislature should be discouraged from placing duties on school districts which are not directly related to education. (prior to 1995)

S-64 — E-meetings - Fully-Implemented or Partial Allowable Attendance - NASB supports legislation which allows for school board members to participate in school board meetings via electronic means while still maintaining a quorum when necessitated for the health and safety of the board and public. Virtual meetings cannot impede the public's ability to participate. (2020)

S-65 — Educational Service Unit Governance - NASB supports governance of ESUs by elected boards and supports local determination of specific mechanisms of that governance. (2005)

S-66 — Educational Service Unit Reorganization - NASB supports the continuation of ESUs as an effective means of delivering educational services to school districts and their students. Any reforms would provide for a statutory hold harmless provision in the distribution formula for Core Service funding when an Equity Unit reorganizes with any other ESU, and must be mindful of ESUs' essential role of delivering direct services and being responsible to the local school districts they serve. (2004, amended 2005)

109TH LEGISLATURE, 2ND SESSION

S-67 — Local Control and the Possession of Firearms on School Grounds - NASB supports the rights of local school boards to determine the appropriateness, guidelines, and ability for the possession of firearms by non-law enforcement personnel on school grounds or at school related activities. (2023)

S-68 — School Consolidation - NASB opposes legislation that would mandate consolidation of districts or administration. NASB favors cooperation between school districts as well as ESUs to remove all barriers and penalties to promote orderly and voluntary reorganization into more efficient governing and administrative units to best serve the educational needs of Nebraska's children. (prior to 1995, amended 2008, 2015, 2017, amended 2019, 2025)

S-69 — Personal Liability - NASB opposes unnecessary laws which make individual members of a governing board of a political subdivision personally liable for damage judgements which result from lawsuits filed against the political subdivision. (prior to 1995, amended 2015)

S-70 — Publication of Minutes, Receipts, & Expenditures - NASB supports removing the requirement to publishing hearing notices and meeting minutes in public newspapers and supports the use of alternative means to communicate board activity. (2020)

S-71 — Restriction of Resources and Board Responsibilities - NASB supports legislation allowing local boards to function as elected officials and to continue to establish policies, including finance policies, as representatives of the constituents who elected them. (1997)

S-72 — School Activities - NASB supports direct involvement by boards of education in the governance and activities of the Nebraska School Activities Association. (prior to 1995)

S-73 — School Calendars - NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

S-74 — Updating notice requirements - NASB supports updating notice requirements for all school board meetings that recognizes available technology. (2022)

S-77 — Criminal Background Checks - NASB supports legislation which would aid public schools and ESUs in obtaining criminal background history information on prospective and current employees, and personnel provided through any contract service provider or anyone working on school property. (1999, amended 2006)

S-78 — Employee Bonuses and Incentives - NASB supports legislation creating a comprehensive plan to recruit, retain and reward highly qualified individuals for teaching professions throughout the state, including offering incentives to encourage employees to sign a contract of employment. (2001, amended 2015)

S-79 — Employee Support - NASB recognizes the need to support district employees with their health and supports initiatives that provide for the physical and mental wellness of all school employees. (2020)

S-80 — Medical Insurance - NASB supports the concept of exploring alternatives to the costs of health insurance for the purpose of assuring the greatest allocation of our financial resources to education programs and services for children. (prior to 1995, amended 2003)

S-81 — Recognition - NASB urges local school boards to develop and implement programs which recognize individuals for significant accomplishments and community service, experience, and competency. (prior to 1995, amended 2014)

S-82 — Retirement - NASB supports legislation to assure a retirement system that is sound, adequate, and sustainable for school districts and ESUs. (prior to 1995, amended 2012)

S-83 — Scope of Bargaining - NASB believes negotiations with employees should be limited to matters of employee salaries and fringe benefits, and opposes any attempt to broaden the scope of negotiations to include matters of policy and management rights. (prior to 1995)

S-84 — Staff Development and Evaluation - NASB supports in-service training, enrichment programs, and continuing education for professional staff. Regular evaluations of performance, competency in the subject areas, and demonstrated ability to instruct or manage, in part as shown through student performance, should be conducted to promote professional growth. (1995)

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-75 — Activity Assignments - NASB opposes legislation that would require a separate written employment contract for coaching or any other activity assignment that would require that a person be notified by a specified date of the termination of an assignment for the following year. (1999)

S-76 — Compensation - NASB will support a concept of compensation for teachers which is not based solely upon the experience and education attainment of teachers as found on standard salary schedules. (1995)

STATE POLICY

S-85 — Advisory Groups - NASB requests that there be board of education representatives on all government commissions, councils, and committees which could have an impact on local school district policy or finance. (1995)

S-86 — Choice and Affiliation - NASB supports the concepts of choice and affiliation among public schools as a means to maximize education opportunity. NASB believes any such program should result in the least amount of disruption and uncertainty for the affected school districts. (1995)

109TH LEGISLATURE, 2ND SESSION

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

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

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

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

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

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

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

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

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

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

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

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

Bookmark the NASB Government Relations and Bills pages

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2026 YOUR 2026 NASB LEGISLATION COMMITTEE

Leadership

Innovation

Vision

Engagement

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109TH LEGISLATURE, 2ND SESSION



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Ed Swotek
Malcolm



NASB President
Stacy Jolley
Millard



NASB Secretary / Member 7
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Ashland-Greenwood



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Jane Erdenberger
Omaha



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Beth Morrisette
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Member 9
Drew Blessing
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Member 10
Marla Grier
South Sioux City



Member 11
Doug Keener
Mitchell



Member 12
Gary Kubicek
Norris



Member 13
Steve Blocher
West Point



Member 14
Erick Lee
Arapahoe-Holbrook



Member 15
Jayson Bishop
Perkins County



Member 16
Mary Yilk
ESU 9



Appointed Member
Lisa Albers
Grand Island



Appointed Member
Skip Altig
North Platte



Appointed Member
Pam Holcomb
Broken Bow



Appointed Member
Mike Palmer
Sidney



Appointed Member
Jason Richters
Centennial



Appointed Member
Dan Scheer
St. Paul



Appointed Member
Jeremy Shuey
Plattsmouth



Appointed Member
Brad Wilkins
Ainsworth

Term Ends 2026 for Appointed Members

Term Ends 2026 For Odd # Members

Term Ends 2028 For Even # Members

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

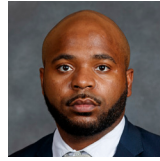
Leadership

Innovation

Vision

Engagement

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109TH LEGISLATURE, 2ND SESSIONSen. Bob Hallstrom
District 1 - SyracuseSen. Robert Clements
District 2 - ElmwoodSen. Victor Rountree
District 3 - BellevueSen. Brad von Gillern
District 4 - ElkhornSen. Margo Juarez
District 5 - OmahaSen. Machaela Cavanaugh
District 6 - OmahaSen. Dunixi Guereca
District 7 - OmahaSen. Megan Hunt
District 8 - OmahaSen. John Cavanaugh
District 9 - OmahaSen. Wendy DeBoer
District 10 - OmahaSen. Terrell McKinney
District 11 - OmahaSen. Merv Riepe
District 12 - RalstonSen. Ashlei Spivey
District 13 - OmahaSen. John Arch
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District 15 - FremontSen. Ben Hansen
District 16 - BlairSen. Glen Meyer
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District 18 - OmahaSen. Robert Dover
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District 26 - LincolnSen. Jason Prokop
District 27 - LincolnSen. Jane Raybould
District 28 - LincolnSen. Eliot Bostar
District 29 - LincolnSen. Myron Dorn
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District 39 - ElkhornSen. Barry DeKay
District 40 - NiobraraSen. Dan McKeon
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District 43 - WhitmanSen. Teresa Ibach
District 44 - SumnerSen. Rita Sanders
District 45 - BellevueSen. Danielle Conrad
District 46 - LincolnSen. Paul Strommen
District 47 - SidneySen. Brian Hardin
District 48 - GeringSen. Bob Andersen
District 49 - Omaha

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

2026 LEGISLATIVE COMMITTEES

Committee on Committees Report Standing Committees

Updated 01/13/2026

Agriculture (8)

Rm. 1023 – Tuesday

DeKay (C), Ibach (VC), Hansen, Holdcroft, Kauth, Raybould, Storm, Vacant

Appropriations (9)

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

Clements (C), Armendariz, (VC), Cavanaugh, M., Dorn, Dover, Lippincott, Prokop, Spivey, Strommen

Banking, Commerce and Insurance (8)

Rm. 1507 – Monday & Tuesday

Jacobson (C), Hallstrom (VC), Bostar, Dungan, Hardin, Riepe, von Gillern, Wordekemper

Business and Labor (7)

Rm. 1200 – Monday

Kauth (C), Sorrentino (VC), Hansen, Ibach, McKinney, Raybould, Vacant

Education (8)

Rm. 1525 – Monday & Tuesday

Murman (C), Hughes (VC), Conrad, Hunt, Juarez, Lonowski, Meyer, Sanders

General Affairs (8)

Rm. 1023 – Monday

Holdcroft (C), Cavanaugh, J. (VC), Andersen, Clouse, DeKay, Quick, Rountree, Storm

Government, Military and Veterans Affairs (8)

Rm. 1507 – Wednesday, Thursday, & Friday

Sanders (C), Andersen (VC), Cavanaugh, J., Guereca, Hunt, Lonowski, Vacant, Wordekemper

Health and Human Services (7)

Rm. 1510 – Wednesday, Thursday, & Friday

Hardin (C), Fredrickson (VC), Ballard, Hansen, Meyer, Quick, Riepe

Judiciary (8)

Rm. 1525 – Wednesday, Thursday, & Friday

Bosn (C), DeBoer (VC), Hallstrom, Holdcroft, McKinney, Rountree, Storer, Storm

Natural Resources (8)

Rm. 1023 – Wednesday, Thursday, & Friday

Brandt (C), DeKay (VC), Clouse, Conrad, Hughes, Juarez, Moser, Raybould

Nebraska Retirement Systems (6)

Rm 1525 – At call of Chair

Ballard (C), Sorrentino (VC), Clements, Conrad, Hardin, Juarez

Revenue (8)

Rm. 1524 – Wednesday, Thursday, & Friday

von Gillern (C), Jacobson (VC), Bostar, Dungan, Ibach, Kauth, Murman, Sorrentino

Transportation and Telecommunications (8)

Rm. 1510 – Monday & Tuesday

Moser (C), Ballard (VC), Bosn, Brandt, DeBoer, Fredrickson, Guereca, Storer

Urban Affairs (7)

Rm. 1200 – Tuesday

McKinney (C), Clouse (VC), Andersen, Cavanaugh, J., Quick, Rountree, Sorrentino

Select Committees

Committee on Committees (13)

Armendariz (C)

District 1:

Bosn

Bostar

Moser

Sanders

District 2:

Cavanaugh, J.

Fredrickson

Hunt

Spivey

District 3:

Brandt

Ibach

Jacobson

Murman

Enrollment and Review (1)

Guereca (C)

Reference (9)

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

Rules (6)

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

Special Committees

Building Maintenance (6)

Hughes (C), Wordekemper (VC), Brandt, Clements, Dorn, Vacant

Education Commission of the States (3)

Hughes, Juarez, Lonowski

Executive Board of the Legislative Council (9)

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

Justice Reinvestment Oversight (5)

Bosn (C), Cavanaugh, J., Holdcroft, Prokop, Rountree

Legislative Performance Audit (7)

Dorn (C), Jacobson (VC), Arch, Cavanaugh, M., Clements, Hansen, Riepe

Legislature's Planning Committee (9)

DeBoer (C), Strommen (VC), Arch, Bostar, Clements, Hansen, Holdcroft, Quick, Riepe,

Midwestern Higher Education Commission (2)

Cavanaugh, J., Hughes

State-Tribal Relations Committee (7)

Raybould (C), DeKay (VC), Guereca, Hunt, Meyer, Rountree, Spivey

Statewide Tourism and Recreation Water Access and Resource Sustainability (STAR WARS) (11)

Arch, Ballard, Bostar, Brandt, DeKay, Dover, Hansen, Holdcroft, Jacobson, Raybould, Strommen, von Gillern

RALSTON PUBLIC SCHOOLS

Summer School

2025 – 2026 Program Recap



Wildewood Elementary • June 2025

Program Overview



Eligibility

Students qualified through MAP & FastBridge scores



Focus

Foundational reading skills



Structure

Two sections per grade level (three sections in 2nd grade, one in 5th)



Schedule

Three weeks in June, 8:30 – 11:30 AM

Location & Staff



Wildewood Elementary

176

Students, Grades K–5

2024

83 students

2025

93 students



14

Certified Staff



15

Classified Staff

Community Partnerships



The Learning Community supported our summer school by providing two opportunities for students to see their presentation.





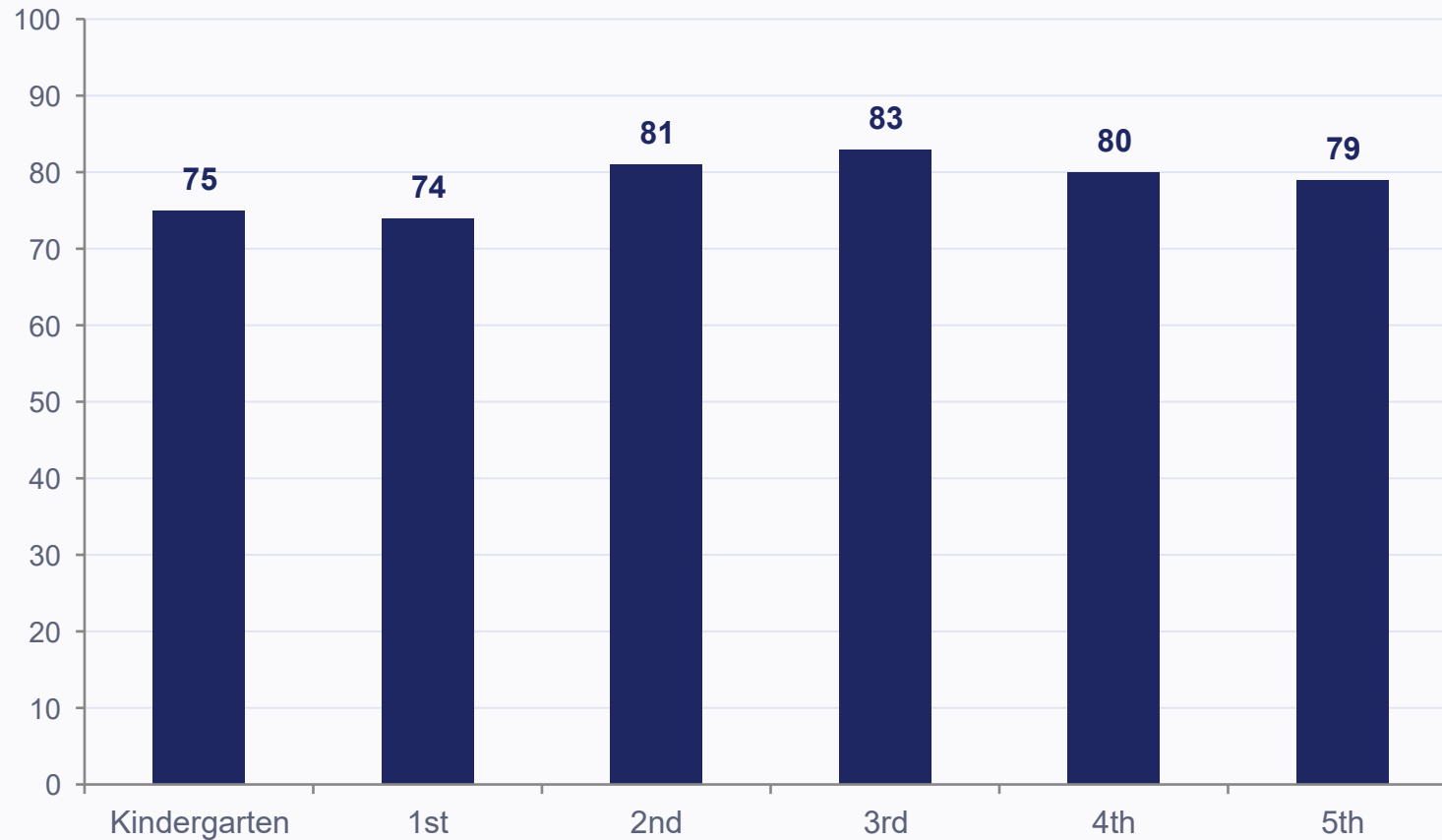
Baright Library Visits



Baright Library visited our summer school twice, signing students up for library cards and providing every student with a book and a prize.

Attendance

Average attendance per grade level

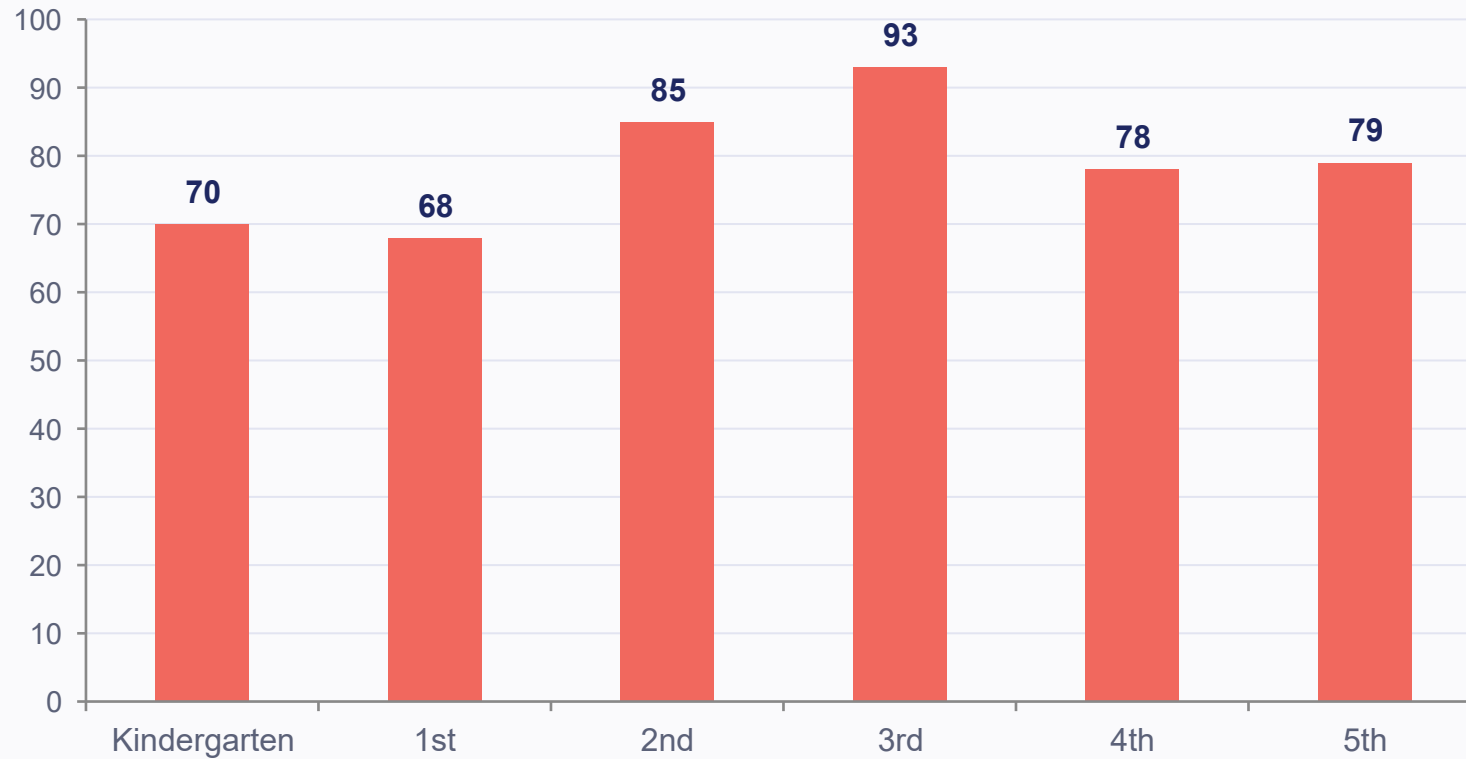


76%

Total Student
Attendance

Growth

Percentage of students showing growth, by grade level



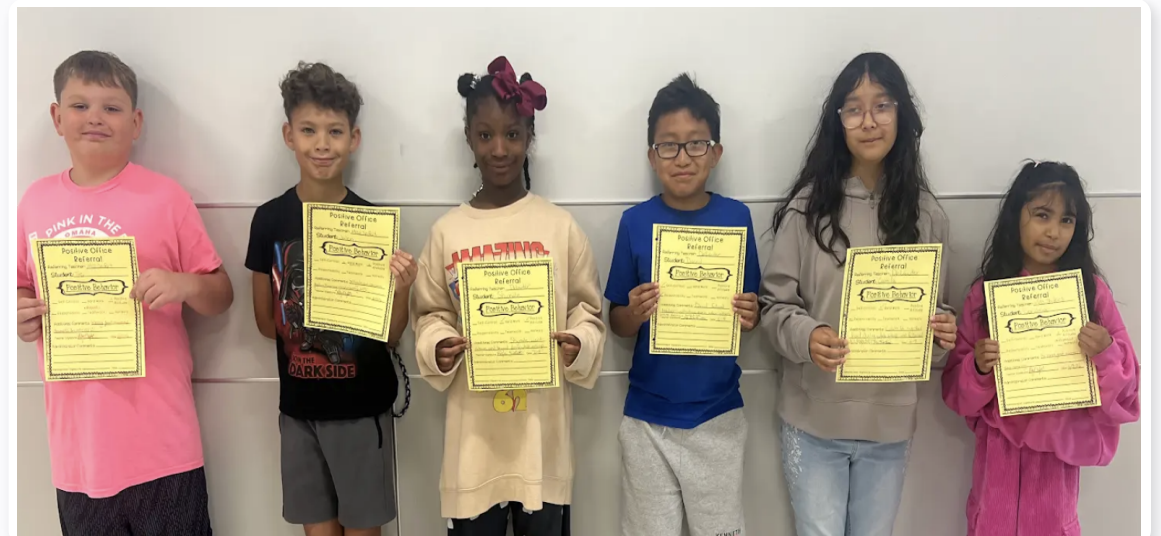
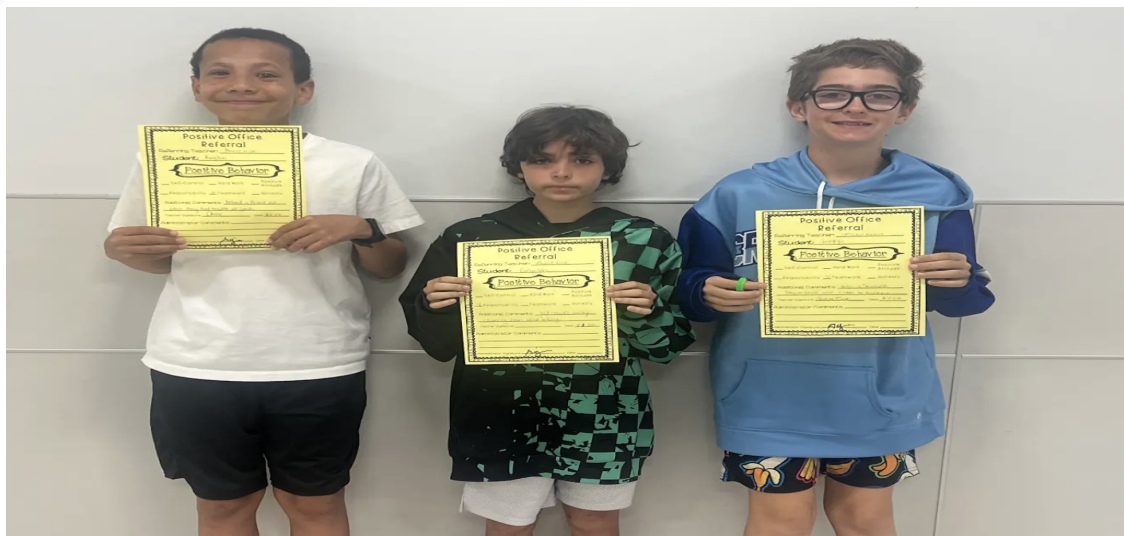
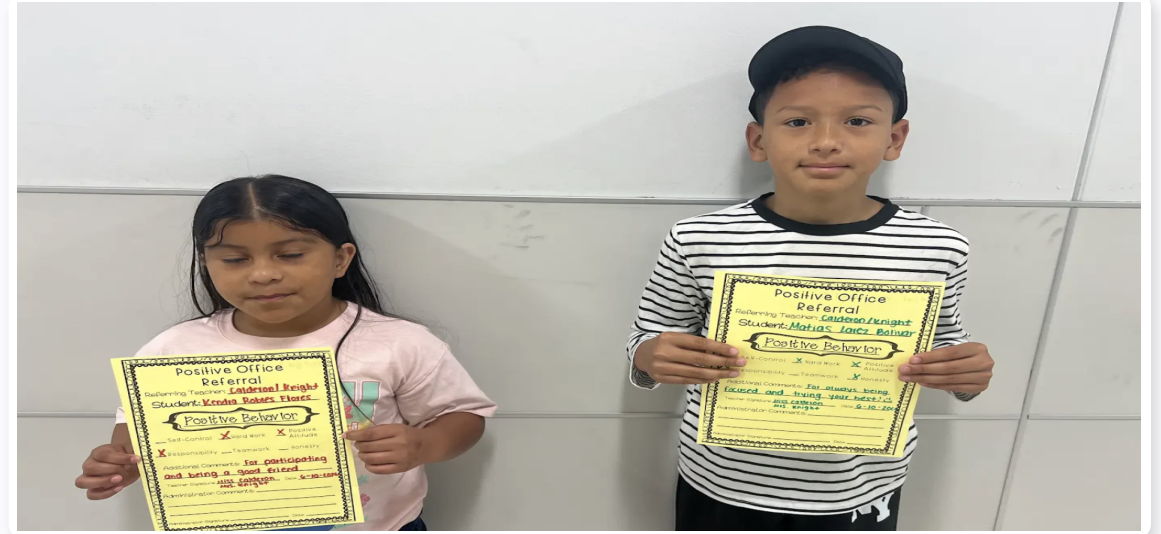
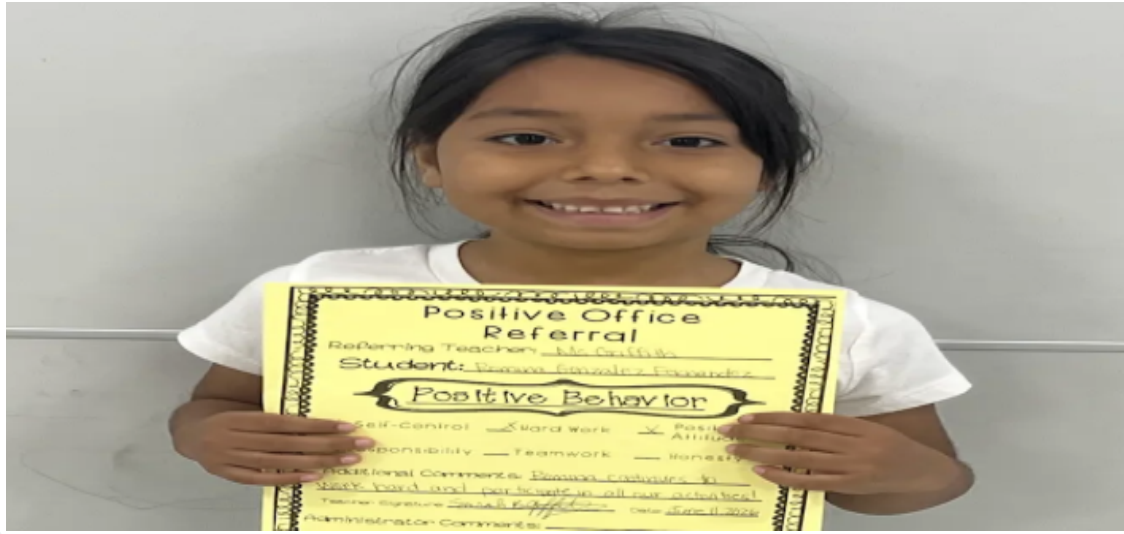
Highest growth came from the classes with the highest attendance.



80%

Overall
Growth

Positive Office Celebrations



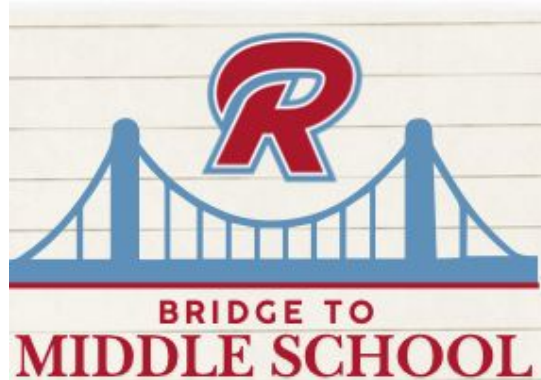
Questions?

Thank you for supporting Ralston Summer School

Ralston Middle School

Principal Andy Parizek
Assistant Principal/ Activities Director Jon Taylor

RMS Bridge to Middle School Presentation
July 27, 2026



RMS Bridge to Middle School - July 2026

Background

- Historically hosted the Bridge to Middle School for 12 days in July
- Construction work the past 3 summers prevented the hosting of Bridge since the Summer of 2022
- The intended purpose of the Bridge Program is to provide a transition period for incoming 7th grade students to get accustomed to RMS in a smaller, controlled environment
- Bridge programming also was designed to help offset the “summer slide” by presenting students with academic content from their future middle school teachers



RMS Bridge to Middle School - July 2026

Reaching out to Students and Families

- Students were informed of the Bridge program by...
 - Principal Visits to each elementary school in Spring of 2026 (March-April)
 - 6th Grade Teachers shared information at Parent Teacher conferences and in weekly newsletters
 - RPS social media posts on the website and Facebook
 - Blackboard phone announcement prior to Bridge beginning
 - RMS Parent email communication beginning in July



RMS Bridge to Middle School - July 2026

Logistics

- July 8th - July 23rd - 12 total days for incoming 7th Grade Students
- 8:00 AM - 12:00 PM
- Free breakfast and lunch both served
- 10 Teachers working in their content area - (Math, Social Studies, Science, Language Arts, Health, PE, FCS, Advisement)
- EL Newcomer Group
- School Psychologist/School Counselor/Special Education Teacher



RMS Bridge to Middle School - July 2026

Bridge to Middle School Daily Schedule

- 9 different groups - separated by 2026-2027 Math class
- A/B Schedule - see each teacher 5 times
- 43 Minute classes - 4 classes per day
- Breakfast and lunch are offered to all students
- Bridge program concluded by 12:00 PM



RMS Bridge to Middle School - July 2026

Curriculum

- Social Studies - Regan Sucha (7a World History Teacher)
 - Silk Road Shark Tank - create trade items, convert currencies, choose routes,
- Language Arts - Thea Jobst (8b Language Arts Teacher)
 - Reading Informational Text and identifying Main Idea in Zodiac groups, Mini presentations to the class
 - Defining theme - Reading student choice myth/legend, identifying theme from myth/legend and making real world connections
 - Discussing Plot Diagram - Labeling steps of the plot with stories in small groups
- Math - Andrea Lopez (7b Math Teacher)
 - Blocko Probability
 - Calculator Riddles
 - Smartie Math
- Science - Taylore Hardy (8b Science Teacher)
 - Food chains and food webs
 - Plate tectonics and the types of plate boundaries
 - Abiotic and biotic factors - using pictures to identify the relationship between



RMS Bridge to Middle School - July 2026

Curriculum

- FCS - Jasmine Blecha (RMS Family Consumer Science Teacher)
 - Homemade Mac N Cheese and Butter
 - Care Labels and Symbols
 - Roll an Ugly Sweater Activity
- PE - Jenny Kadavy (RMS Health Teacher)
 - Kickball, Elimination Dodgeball
 - Soccer on the fields
 - Filled in as additional Administrator - currently taking Ed. Leadership classes
- Health - Hadassah Schmitt (7th Grade PE Teacher)
 - Digital Citizenship
 - Digital Footprint
 - Digital Awareness
- Advisement - Vinny Harvey (RMS Choir Teacher)
 - Padlock Practice
 - Locker Practice
 - Schedules - where are your classroom
 - Intro to RMS digital platforms - Rkids, school email



RMS Bridge to Middle School - July 2026

Curriculum

- EL Newcomer - Rosa Long (RMS EL Teacher)
 - Geography, Math, Writing lessons
 - Co-taught PE and Advisement
- SPED Resource - Holly Howell (8th Grade SPED/Resource Teacher)
 - Co-taught in multiple areas
 - Provided support to individual students when needed
- School Counselor - Justin Farr
- School Psychologist - Bri Jensen-Greco
- High School assistants - working for service hours towards graduation



RMS Bridge to Middle School - July 2026

Attendance

- 146 Students attended 1 day or more of Bridge (158 registered students)
- Average Daily Attendance - 106 Students (215 total 7th Graders)
- Highly Attendance Day - 119 Students on 7/9/2026 (day 2)
- Parents and students communicated absences throughout the Bridge dates
- Summer 2022 - 110 Average Daily Attendance (128 Max)



RMS Bridge to Middle School - July 2026

Summary

- Great efforts by RMS Teachers and Bridge Students
 - Introduction to classroom and building expectations (Tier 1 Checklist Expectations)
- Bridge attendance data will be referenced when looking at other data points this year...
 - Connectedness Survey (PBIS)
 - Attendance rates
 - Grades/Behavioral referrals/activity involvement
- Future idea - Exit Survey tracking student perceptions of “middle school readiness”



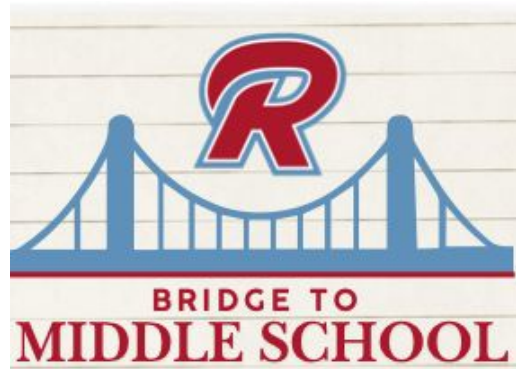


Questions?

Assistant Principal/ Activities Director - Jon Taylor -

Jon_taylor@ralstonschools.org

Principal - Andy Parizek - Andrew_parizek@ralstonschools.org



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Multicultural Education

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

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

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

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

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

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

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

Adopted on: July 13, 2020

Revised on:

Reviewed on: July 22, 2024



Multicultural Education Report

July 27, 2026

Reflections & Future Steps/Considerations

Learning Environment

Strengths	Areas of Growth Focus
• Increase in staff who represent our district's cultural backgrounds • Classroom posters and visual aids are posted in multiple languages • Increased access to specialized training for Learning Environment (Structured Teach) for students with Disabilities • MTSS-B Eight Essential Features adopted • Clear Connect translation devices for EL students.	• Increase the opportunities to celebrate different cultures • Increase the number of volunteers who represent our district's cultural backgrounds

Parent/Caregiver & Community Involvement

Strengths	Areas of Growth Focus
• Provide access to written communication in Spanish (and at times other languages when possible) • Partnerships with Learning Community, One World Health, MCC • Teachers and administrators use Language Line • Title I family events across the district • Increased partnerships with families regarding attendance	• Increase parent/caregiver involvement in day-to-day activities of the school • Connect more with community partners and strengthen our existing partnerships

• Distribution of Spanish Reading Kits for newcomer families • Clear Connect translation devices at buildings • Blumfield Culture Fair • Increase of bilingual representation (Social Worker, Behavior Coach) • Metro Course for Parents • Social Worker/Liaisons connection with Latino Center • Interpreters available at all P/T and student services conferences as well as Open Houses.	
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Instruction

Strengths	Areas of Growth Focus
• Compassionate staff • Sheltered Instruction Observation Protocol (SIOP) PD for all new K-12 staff, a high quality instructional model addressing the academic needs of EL and all students • Implement equitable opportunities for all buildings to have common plan time in order to instill a regular PLC rotation for all decision-makers to be at the table • Blumfield's work with SPED Strategies and Dr. Chism to ensure rigorous instruction for all. • Strategic Plan that embraces diversity and inclusion regardless of background. • Implementation of Newcomers program, 5-8 • Data Dig Structure for EL Program • EL and Science of Reading, deeper dive	• Increase understanding and capacity of inclusion • Continue to work on the mindset of high expectations for all students • Continue efforts to increase focus on rigor in core instruction • Continue efforts with MTSS and solidifying early warning systems • Increase co-teaching opportunities by providing common time to co-plan • Continue PD on Journey to Inclusion/co-teaching through Inclusive Practices Academy at ESU #3 • Make a district-wide impact through the Learning Community Grant • Science of Reading Professional Learning for all PK-12 teachers

Curriculum

Strengths	Areas of Growth Focus
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• Followed best practices in the curriculum adoption process • New curriculum is high quality, which includes diversity representation throughout • EL, Special Education, Reading Specialists, and HAL teachers serving on Toolboxes • New K-12 high-quality math curriculum • New K-12 EL Curriculum • Tier 2 & Tier 3 Intervention evaluation and pilot (Sped)	• Continued development of the Instructional Framework • Build systems to ensure consistency in pacing and implementation across all elementary buildings (equitable opportunities for all RPS elementary students)
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Human Relations

• Strengths	• Areas of Growth Focus
• Implementation of FastBridge K-10 SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) • Increasing leadership capacity among principals and teachers – increased Toolbox membership, adjusted Admin Meetings, and District Steering Committee to become a collaborative professional learning • Implementation of Wellness Curriculum via elementary counselors, included in specials cycle (diverse student groups represented throughout curriculum) • Five schools implementing BIST or components of BIST to ensure students are taught life skills rather than punished • Mental Health Therapists, including one bilingual SMHTherapist • Leadership Academy	• Deepen understanding of Universal Design for Learning (UDL), a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn

Expenditures for Depreciation Fund for Fiscal Year 2026

Technology

Staff Laptop Refresh	\$12,676
Student Laptop Refresh	\$114,088
Additional Ipad for 1-1 Initiative	\$90,720
- Carts for additional iPads	\$6,860

Vehicles

Dump Truck with Plow for Snow Removal	\$80,178
New Bus - 65 Passenger	\$148,130
- Bus grant from NDE	(\$33,000)

Total Spent from Depreciation as of 7/24/2026: 452,110

Year	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048
Total Cost to Depreciation	\$484,532	\$638,493	\$644,833	\$651,426	\$382,782	\$670,094	\$644,491	\$682,759	\$477,062	\$733,185	\$704,997	\$713,997	\$521,807	\$753,587	\$743,071	\$807,622	\$484,537	\$884,939	\$783,710	\$795,859	\$528,493	\$894,546	\$840,030
BOY Depreciation	\$3,272,893	\$3,338,361	\$3,249,868	\$3,155,035	\$3,053,609	\$3,220,827	\$3,150,733	\$3,106,242	\$3,023,483	\$3,146,421	\$3,063,236	\$3,008,238	\$2,994,241	\$3,172,434	\$3,118,847	\$3,075,776	\$2,968,154	\$3,183,617	\$3,048,678	\$3,014,968	\$2,969,109	\$3,240,616	\$3,146,070
Deposit to Depreciation	\$550,000	\$550,000	\$550,000	\$550,000	\$550,000	\$600,000	\$600,000	\$600,000	\$600,000	\$650,000	\$650,000	\$700,000	\$700,000	\$700,000	\$700,000	\$700,000	\$700,000	\$750,000	\$750,000	\$750,000	\$800,000	\$800,000	\$800,000
EOY Depreciation	\$3,338,361	\$3,249,868	\$3,155,035	\$3,053,609	\$3,220,827	\$3,150,733	\$3,106,242	\$3,023,483	\$3,146,421	\$3,063,236	\$3,008,238	\$2,994,241	\$3,172,434	\$3,118,847	\$3,075,776	\$2,968,154	\$3,183,617	\$3,048,678	\$3,014,968	\$2,969,109	\$3,240,616	\$3,146,070	\$3,106,039
Assorted Other Actuals	\$30,188																						
Technology Replacement	\$224,344	\$380,000	\$380,000	\$380,000	\$100,000	\$380,000	\$380,000	\$380,000	\$100,000	\$380,000	\$380,000	\$380,000	\$100,000	\$380,000	\$380,000	\$380,000	\$100,000	\$380,000	\$380,000	\$380,000	\$100,000	\$380,000	\$380,000
HS Chromebooks		\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000
Kiln									\$25,136					\$23,959									
2024 F-250 w/plow								\$71,166								\$93,499							
2024 F-250 w/plow (1FTBF2BA3REC38112)									\$74,012								\$97,239						
2025 F-350 w/dump & plow	\$81,000									\$110,854								\$151,711					
2006 Ford F250 w/flatbed-sander		\$58,493									\$76,973								\$101,129				
2008 Ford F250 w/blade-ladder rack			\$60,833									\$80,052								\$105,174			
2016 F-250 w/plow				\$63,266								\$83,254									\$109,381		
2016 F-250 w/plow					\$65,797								\$83,120									\$118,306	
2020 F-250 w/plow						\$68,428									\$89,903							\$123,039	
2011 Ford F550 Box Truck																							
(6) 2023 Thomas 45 Passenger safety liner																							
(2) 2024 Thomas/GMC Minotaur 22 Passenger																							
(5) 2017 Thomas 22 Passenger	\$100,000								\$142,331									\$202,582					
(3) 2016 Minotaur DRW School Bus			\$104,000							\$148,024									\$210,685				
(4) 2017 Minotaur 22 pas. w/ lift				\$108,160							\$153,945									\$219,112			
(BUS A) 2026 THOMAS BUS 65 Passeng	\$149,000											\$238,554									\$296,240		
(1) 2022 GM Express w/ lift					\$116,986								\$166,507									\$236,992	
(8) 2022 GM Express w/ lift						\$121,665								\$173,168									
(B) 2021 Thomas 44 passenger							\$164,491								\$234,123								
(9) 2021 Thomas 22 passenger								\$131,593								\$187,298							
(C) 2021 Thomas 46 passenger RE									\$177,914								\$253,227						

Technology Replacement Plans	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Computer Replacement													
Staff	RHS/KW	RMS/ME/WW	MB/BL/SY	Off/District Office	RHS/KW	RMS/ME/WW	MB/BL/SY	Off/District Office	RHS/KW	RMS/ME/WW	MB/BL/SY	Off/District Office	
Students (K-2 - iPads)(3-12 Chromebooks)	RHS/KW	RHS/RMS/ME/W	RHS/MB/BL/SY	RHS	RHS/KW	RHS/RMS/ME/W	RHS/MB/BL/SY	RHS	RHS/KW	RHS/RMS/ME/W	RHS/MB/BL/SY	RHS	
Classroom Technology													
Displays	KW/ME/WW	BL/MB/SY/RMS	RHS								KW/ME/WW	BL/MB/SY/RMS	RHS
Audio													
Building Server Replacement													
	KW/ME/WW	BL/MB/SY/RMS	RHS										
Firewall Appliance (Fortigate)					Contract/Device								
Web filter (Content Keeper)					Contract/Device								
Network Infrastructure (APs and Switches)	KW/ME/WW	BL/MB/SY/RMS		RHS/CO					KW/ME/WW	BL/MB/SY/RMS	RHS	CO	

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES

2026/27 PROPERTY TAX REQUEST AUTHORITY CERTIFICATION

RALSTON PUBLIC SCHOOLS (28-0054-000)

Total Certified Property Tax Request Authority	\$27,377,584
Additional Base Growth % Allowed with Board Approval	5 %
Additional Property Tax Request Authority Allowed with Board Approval	\$2,405,345
Maximum Certified Property Tax Request Authority Including Board Approved Amount	\$29,782,929

SECTION A TOTAL BASE REVENUE CALCULATION

2025/26 Property Tax	\$24,455,367
2023/24 Other Non-Property Tax	\$8,962,203
2024/25 SPED	\$5,207,380
2025/26 TEEOSA	\$9,481,955

TOTAL BASE REVENUE CALCULATION \$48,106,905

SECTION B TOTAL BASE GROWTH PERCENTAGE

Base Growth	3.0000 %
Membership Growth	0.0611 %
LEP Growth	0.0000 %
Poverty Growth	0.0000 %

TOTAL BASE GROWTH RATE PERCENTAGE 3.0611 %

SECTION C TOTAL CALCULATED REVENUE CAP FOR 2026/27

(Section A Total x Section B Total)

TOTAL REVENUE CAP \$49,579,490

SECTION D TOTAL PROPERTY TAX REQUEST AUTHORITY FOR 2026/27

(Section C Total Revenue Cap minus sum of items listed in this section)

2024/25 Other Non-Property Tax (minus)	\$10,206,659
2025/26 SPED (minus)	\$5,121,899
2026/27 TEEOSA (minus)	\$11,060,089
2025/26 Unused Property Tax Authority (add)	\$4,186,740

TOTAL CERTIFIED PROPERTY TAX REQUEST AUTHORITY \$27,377,584

SECTIONS E - G ADDITIONAL BOARD APPROVAL INFORMATION

Additional Base Growth % Allowed with Board Approval	5 %
Additional Property Tax Authority Allowed with Board Approval	\$2,405,345

TOTAL MAXIMUM CERTIFIED PROPERTY TAX REQUEST AUTHORITY INCLUDING BOARD APPROVED \$29,782,929

Some numbers may be rounded for presentation. For program contacts and additional information on how data was calculated visit www.education.ne.gov/fos/budgeting-school-district/property-tax-authority

06/26/2026

	Section A									Section B					Section C	Section D							Section E	Section F	Section G
District Name	General Fund Tax Asking (2025/26 LC-2)	Special Bldg Tax Asking (2025/26 LC-2)	2025/26 TOTAL Property Tax Request	General Fund Non-Property Tax Revenue (2023/24 AFR)	Special Bldg Non-Property Tax Revenue (2023/24 AFR)	2023/24 TOTAL Non-Property Tax Revenue	2023/24 TOTAL SPED Reimbursement (2023/24 AFR)	2025/26 TEEOSA	TOTAL REVENUE (Total Tax Request + NonProperty \$ + SPED + TEEOSA)	Base Growth 3%	Basic Growth % for Membership	Basic Growth % for LEP	Basic Growth % for Poverty	TOTAL BASE GROWTH RATE %	REVENUE CAP (Total Revenue X Total Base Growth %)	General Fund Non-Property Tax Revenue (2023/24 AFR)	Special Bldg Non-Property Tax Revenue (2023/24 AFR)	2023/24 TOTAL Non-Property Tax Revenue	2025/26 SPED Estimated (SPEDFRS Nov 2024)	2025/26 TEEOSA (as of 1.30.25)	Prior Years Unused Property Tax Authority (2025/26 LC-2)	2025/26 PROPERTY TAX AUTHORITY (Section C - Total NonProperty \$ - SPED Est - TEEOSA + PY Unused PTAuthority)	2025/26 Property Tax Request Authority including Board Approved Amount	Amount of Additional Property Tax Authority if Approved	2025/26 Property Tax Request Authority including Board Approved Amount
25/26 (Current)	\$22,570,429	\$1,010,101	\$23,580,530	\$8,836,322	\$152,015	\$8,988,337	\$4,452,841	\$10,697,192	\$47,718,900	3.0000%	0.9375%	0.6469%	0.0000%	4.5844%	\$49,906,525	\$8,771,541	\$190,662	\$8,962,203	\$5,207,380	\$9,481,955	\$1,175	\$26,256,162	5%	\$2,385,945	\$28,642,107
26/27 (Certified)	\$24,202,842	\$252,525	\$24,455,367	\$8,771,541	\$190,662	\$8,962,203	\$5,207,380	\$9,481,955	\$48,106,905	3.0000%	0.0611%	0.0000%	0.0000%	3.0611%	\$49,579,490	\$10,012,723	\$193,936	\$10,206,659	\$5,121,899	\$11,060,089	\$4,186,740	\$27,377,584	5%	\$2,405,345	\$29,782,929
Difference	\$1,632,413	-\$757,576	\$874,837	-\$64,781	\$38,647	-\$26,134	\$754,539	-\$1,215,237	\$388,005	0.00%	-0.88%	-0.65%	0.00%	-1.52%	-\$327,035	\$1,241,182	\$3,274	\$1,244,456	-\$85,481	\$1,578,134	\$4,185,565	\$1,121,422	0%	\$19,400	\$1,140,822
Percentage	7.23%	-75.00%	3.71%	-0.73%	25%	-0.29%	16.95%	-11.36%	0.81%	0.00%	-93.48%	-100.00%	#DIV/0!	-33.23%	-0.66%	14.15%	1.72%	13.89%	-1.64%	16.64%	356218.30%	4.27%	0.00%	0.81%	3.98%

Explanation of 2026/27 Property Tax Authority Calculation

SECTION A – TOTAL PROPERTY TAX & NON-PROPERTY TAX REVENUE

From the General and Special Building Funds only – Data collected and added together from the following sources:

- Property tax requests from the current budget year (Source 2025-26 LC-2)
- Non-property tax revenue reported in the previous year's Annual Financial Report (2023-24 AFR)
- 2024/25 SPED reimbursement as reported in the final FFR June 2025
- 2025/26 TEEOSA paid, including prior year correction

SECTION B – TOTAL BASE GROWTH %

The sum of the following percentages:

- 3%
- The annual percentage increase in the student enrollment of the school district multiplied by:
 - One if the school district's student enrollment has grown by an average of 3% over the preceding 3 years and 150 students over the 3 years; seven-tenths if the school district's student enrollment has grown by an average of 3% over the preceding 3 years; or four-tenths if the growth average is below 3%
- The percentage obtained by first dividing the annual increase in the total number of limited English proficiency students in the school district by the student enrollment of the school district and then multiplying the quotient by fifteen hundredths
- The percentage obtained by first dividing the annual increase in the total number of poverty students in the school district by the student enrollment of the school district and then multiplying the quotient by fifteen hundredths

SECTION C – REVENUE CAP

Total Property Tax & Non-Property Tax Revenue (Section A) multiplied by Total Base Growth Percentage total (Section B). This amount is the upcoming year's (2025-26) total revenue subject to the property tax cap authority calculation.

SECTION D – PROPERTY TAX REQUEST AUTHORITY

The sum of the Revenue Cap (Section C)

- LESS: Non-property tax revenue reported in the most recent available year's Annual Financial Report (2024-25 AFR) for the General and Special Building Funds. At certification data is updated with amended AFR data.
- LESS: 2025/26 SPED reimbursement amount (model uses estimate from November 2025 SPED FFR, certification is revised with final to pay in 2025/26)
- LESS: TEEOSA to be paid in the upcoming fiscal year including foundation aid and prior year correction

- PLUS: Prior years' unused property tax authority (2025-26 LC-2)

2025-26 Property Tax Request Authority is the maximum amount a district may request between its General and Building fund tax requests without additional Board approval. This amount does not take into account the levy or spending authority requirements, which may limit a district's request to an amount below its property tax request authority.

SECTION E - ADDITIONAL BASE GROWTH PERCENTAGE

With 70% Board approval the following additional percentage will apply:

- 7% with average daily membership of 471 students or less
- 6% with average daily membership of 472-3044 students
- 5% with average daily membership of 3045-10,000 students
- 4% with average daily membership of 10,001 or more students

SECTION F – ADDITIONAL PROPERTY TAX AUTHORITY IF BOARD APPROVED

Total Property Tax & Non-Property Tax Revenue (Section A) from the base year (2025-26) multiplied by the Additional Base Growth Percentage (Section E). This is the amount of additional property taxes for the General and Building fund that may be levied if the district obtains 70% board approval.

SECTION G – PROPERTY TAX REQUEST AUTHORITY Including additional board-approved amount

Sum of Property Tax Request Authority (Section D) and Additional Property Tax Authority (Section F) for the upcoming year (2026-27), which is the maximum amount a district could levy in the General and Special Building funds without obtaining a voter-approved override.

Valuation	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	\$ 1,792,723,470	\$ 1,912,399,115	\$ 1,971,895,050	\$ 2,102,130,455	\$ 2,340,248,555	\$2,450,204,865	\$2,609,004,635	\$2,638,436,086

General Fund	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
General Fund Budget	\$36,298,326	\$37,520,589	\$38,729,266	\$41,880,775	\$43,741,764	\$45,594,945	\$47,460,942	\$49,524,059
(Budget +/-)	\$1,224,713	\$1,222,263	\$1,208,677	\$3,151,509	\$1,860,989	\$1,853,181	\$1,865,997	\$2,063,117
Tax Requirement	\$18,100,535	\$19,481,801	\$20,499,898	\$21,044,479	\$20,978,518	\$22,103,725	\$23,723,814	\$24,139,035
1% Treasurer's Fee	\$181,005	\$194,818	\$204,999	\$212,570	\$211,904	\$223,270	\$239,634	\$243,828
								\$415,221
Total	\$18,281,540	\$19,676,619	\$20,704,897	\$21,257,049	\$21,190,422	\$22,326,995	\$23,963,448	\$24,382,863
Estimated Levy	\$1.0198	\$1.0500	\$1.0500	\$1.0112	\$0.9055	\$0.9112	\$0.918490	\$0.924141

Special Building Fund	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Taxable base	\$17,747,962	\$18,932,751	\$19,521,761	\$21,021,305	\$23,402,486	\$24,502,049	\$26,090,046	\$26,384,361
Total Tax Funds	\$ 536,698	\$ -	\$ -	\$ 807,167	\$ 1,000,000	\$ 1,000,000	\$ 250,000	\$ 250,000
1% Treasurer's Fee	\$5,367	\$0	\$0	\$8,153	\$10,101	\$10,101	\$2,525	\$2,525
								\$ -
Total	\$ 542,065	\$ -	\$ -	\$ 815,320	\$ 1,010,101	\$ 1,010,101	\$ 252,525	\$ 252,525
Estimated Levy	\$0.0302	\$0.0000	\$0.0000	\$0.0388	\$0.0432	\$0.0412	\$0.0097	\$0.009571

Budget Total (Under The Lid)	\$1.05	\$1.05	\$1.05	\$1.05	\$0.95	\$0.95	\$0.93	\$0.9337
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Voluntary Separation	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Amount of Fund	\$49,649	\$105,000	\$129,961	\$140,000	\$245,000	\$241,000	\$237,000	\$0
Auto Tax Estimate								
Total Tax Funds	\$49,649	\$105,000	\$129,961	\$140,000	\$245,000	\$241,000	\$237,000	\$0
1% Treasurer's Fee	\$496.49	\$1,050.00	\$1,300	\$1,414	\$2,475	\$2,434	\$2,394	\$0
								-\$237,000
Total	\$50,145.49	\$106,050.00	\$131,261	\$141,414	\$247,475	\$243,434	\$239,394	\$0
								(\$239,394)
Estimated Levy	\$0.00277	\$0.00549	\$0.00659	\$0.00673	\$0.01057	\$0.00994	\$0.009176	\$0.000000
	\$1.0528	\$1.0555	\$1.0566	\$1.0567	\$0.9592	\$0.9624	\$0.9373	\$0.9337
Lease/Purchase	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
ond Issue Make Up Lease/Purchas	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

State Of Nebraska Energy Loan	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Auto Tax Estimate (Income)								
Amount Of Property Tax	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1% Treasurer's Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Levy	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

General Obligation Bond Fund	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Tax Requirement	3,243,025	3,700,000	1,636,940	4,125,000	4,700,000	\$5,600,000	\$5,600,000	\$5,600,000
Auto Tax Estimate (Income)								
Amount Of Property Tax	\$3,243,025	3,700,000	1,636,940	4,125,000	3,893,128	\$5,600,000	\$5,600,000	\$5,600,000
1% Treasurer's Fee	32430.25	37000	16369	41667	39324	\$56,566	\$56,566	\$56,566
Total	\$3,275,455	\$3,737,000	\$1,653,309	\$4,166,667	\$3,932,452	\$5,656,566	\$5,656,566	\$5,656,566
Estimated Levy	\$0.1827	\$0.19541	\$0.08384	\$0.19821	\$0.16804	\$0.23086	\$0.2168	\$0.214391

Limited Bond Fund (QCPUF, BABS, QSCB)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Tax Requirement	\$351,744	\$72,356	\$591,204	\$0	\$0	\$0	\$0	\$0
Auto Tax Estimate (Income)								
Amount Of Property Tax	\$351,744	\$72,356	\$591,204	\$0	\$0	\$0	\$0	\$0
1% Treasurer's Fee	\$3,517.44	\$723.56	\$5,912	\$0	\$0	\$0	\$0	\$0
Total	\$355,261.12	\$73,079.56	\$597,116.04	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Estimated Levy	\$0.0198	\$0.0038	\$0.03028	\$0.00000	\$0.00000	\$0.00000	\$0.00000	\$0.00000

Cooperative Fund	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Amount of Fund	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000

Total Tax Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Levy	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Outside the lid total	\$0.2053	\$0.2047	\$0.1207	\$0.2049	\$0.1786	\$0.2408	\$0.2260	\$0.2144
Total All Funds	\$39,979,188	\$41,436,719	\$41,110,952	\$46,188,856	\$47,921,691	\$51,494,945	\$53,356,902	\$55,180,625
Inc./Dec.) All Funds	\$1,464,491	\$1,457,531	(\$325,766)	\$5,077,904	\$1,732,835	\$3,573,254	\$1,861,957	\$1,823,723
Total Tax Dollars (All Funds)	\$22,504,468	\$23,592,749	\$23,086,583	\$26,380,450	\$26,380,450	\$29,237,095	\$30,111,933	\$30,291,954
Inc./Dec. Budget Dollars	\$1,648,781	\$1,088,281	(\$506,165)	\$3,293,867	(\$0)	\$2,856,645	\$874,838	\$180,021
Est. School Tax Levy	\$1.2553	\$1.2547	\$1.1707	\$1.2549	\$1.1272	\$1.1933	\$1.154154	\$1.148103
Inc/Dec	(\$0.0022)	(\$0.0006)	(\$0.0840)	\$0.0842	(\$0.1277)	\$0.0660	(\$0.0391)	(\$0.0061)

RESOLUTION APPROVING STAFF TRAININGS

WHEREAS, the School District is required by various state and federal laws to train staff on numerous topics; and,

WHEREAS, during the 2024 legislative session, the Legislature enacted LB 1329; and,

WHEREAS, LB 1329 defers to each Board of Education to determine the reasonable length of time for certain staff training requirements; and

WHEREAS, to ensure that the District's planned training requirements for the 2026-2027 school year comply with LB 1329's requirements, and to ensure the Board of Education is aware of and approves of other required staff trainings during the 2026-2027 school year, the Board of Education adopts this Resolution to find and determine that the following training requirements are reasonable in scope and length.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby determines as follows:

1. The following trainings are reasonable in both length and scope and the Superintendent or designee shall identify the District staff who shall be trained as follows:

Subject	Required by	Source of Training	Approximate Length of Training
Behavioral Intervention	Neb. Rev. Stat. § 79-3603	On-line module	20 minutes
Dating Violence Prevention	Neb. Rev. Stat. § 79-2,141	On-line module	20 minutes
Suicide Prevention	Neb. Rev. Stat. § 79-2,146	On-line module	60 minutes
Concussion Awareness	Neb. Rev. Stat. § 71-9104	On-line module	15 minutes
Fire Drills	Neb. Rev. Stat. § 81-527; (https://sfm.nebraska.gov/fire-prevention/school-fire-drills)	State Fire Marshall guidance	10 drills throughout the year, with two occurring during the first 30 days
Tornado Drills	Neb. Rev. Stat. § 2,144(8)	NDE Guidance	One drill during first 30 days of school, and one drill in the month of March
Intruder Drills	Neb. Rev. Stat. § 79-2,144(5); NDE Rule		One per semester

	10.011.01B		
Anti-Bullying	Neb. Rev. Stat. § 79-2,137; NDE Rule 10.011.01F; NDE Guidance (https://www.education.ne.gov/safety/staff-development-and-resources-for-teachers/)	On-line module	45 minutes
Pupil Transportation Drivers	NDE Rule 91.003.02	On-line module	120 minutes
Anti-Harassment and Discrimination Requirements for Designated Title IX Positions	Title IX, 20 U.S. Code § 1681	Online module	60 minutes maximum
Safe Seizure Schools	Neb. Rev. Stat. § 79-3204	Online module for minimum 1 staff member per building	60 minutes every other year
School Resource Officers and Building Administrators	Neb. Rev. Stat. § 79-2704	Training for SRO and admin as required by statute	20 hours
District Assessment Contact - State Assessments	NDE Guidance (https://www.education.ne.gov/assessment/district-assessment-contact-dac/#1661275806368-95d87496-3109)	DAC	Online training, not to exceed 120 minutes
FERPA		ESU 3 module	45min.
Child Abuse Mandatory Reporting		Onboarding training	30 minutes

2. The Superintendent or designee is authorized to implement additional training requirements for staff if the Superintendent or designee determines that additional training would be in the best interest of the District and/or is otherwise required by law.

3. The Superintendent or designee is further authorized to deviate from the source of these training requirements if any unexpected circumstances arise and the Superintendent or designee determines that it is in the best interests of the District to require a different training(s).

4. All District staff who are directed to attend or participate in any training requirement(s) must complete such training(s) in good faith and in accordance with this Resolution

and the directives of the Superintendent or designee.

This Resolution shall continue until or unless modified by a vote of the majority of a quorum of the Board of Education.

DATED this ____ day of _____, 2026.

_____ **PUBLIC SCHOOLS**

BY: _____
President

ATTEST:

Secretary

4065 Staff Use of AI Tools

As used in this policy, artificial intelligence tools (“AI Tools”) means machine-based resources that use computer science, algorithms, large language models, and/or machine learning to perform tasks, answer questions, collect information, and respond to human-directed tasks, queries, and objectives. AI Tools include, but are not necessarily limited to, commercially-available resources like ChatGPT, Gemini, Claude, and similar technologies. The board wants to encourage staff to use AI tools to support student learning in safe and lawful ways.

This policy works together with the district’s policies on Student Use of AI Tools ([Policy 6038](#)), Staff Internet and Computer Use ([Policy 4012](#)), and Staff and District Social Media Use ([Policy 4051](#)).

Tool Approval. Staff may not use an AI Tool with students or with student information unless a member of the district’s administration has approved it. [Any software which contains an AI component must be preapproved by district administration prior to use.](#) To use a new tool, staff must request approval from his/her supervising administrator first. Before approving a tool, the district will review the vendor’s privacy and security practices, the kind of student information the tool would use, and whether a written data-sharing agreement with the vendor is required. [All software with an AI component, whether currently in use or software being vetted by the district must provide a data usage and security agreement prior to granting of approval.](#) The district will keep a list of approved AI Tools and the allowed uses for each.

I. Staff Expectations for Use of AI Tools in Education

A. Acceptable Use of AI Tools. Staff members must use their own professional oversight for any task they use AI Tools to complete and must carefully review the outputs of all AI Tools, [including evaluating the output of the AI Tools for accuracy and alignment with professional expectations.](#) Staff may use approved AI Tools to help with things like:

1. Drafting lesson plans, learning goals, and activities;
2. Assisting in initial review and feedback of student work; [but not to be used as a substitute for grading](#)
3. Making reading passages or practice problems at different levels;

4. Drafting general messages like newsletters or announcements;
5. Finding resources or summarizing public information;
6. Drafting routine communications.
7. Using AI in a manner that upholds all current applicable laws and practices

B. Protecting Student Information. Staff may upload student information into an AI Tool only when (a) the tool is district-approved, and (b) the vendor is bound by a written data-sharing agreement with terms that meet FERPA, COPPA, PPRA, and applicable state student data privacy laws. For this purpose, student information includes student names, ID numbers, education records, IEPs, Section 504 plans, evaluations, health records, and discipline records. This rule applies whether the staff member uses a district account, a personal account, a free version, or a paid version.

C. Recording and Transcription Tools. Staff may use AI recording or transcription tools only if:

1. The transcription tool has been approved by an administrator for use in the school context; and
2. All participants to the meeting are informed that the staff member is recording or transcribing the meeting.

The resulting recording or transcript may be subject to the district's retention and confidentiality policies.

D. Unacceptable Use of AI Tools in Education. Staff may never use AI tools to:

1. Upload FERPA-protected information about students without the express, written authorization from administrators who have assured themselves that such disclosure is lawful;
2. Relying solely on an AI Tool to grade student work that counts toward a grade or transcript or otherwise evaluate student academic progress;
3. Make or share deepfakes or fake images, audio, or video of any real person.
4. Make or share sexual or intimate images of any real person—even if the image is AI-generated;

5. Use AI to harass, bully, threaten, or impersonate any student, staff member, parent, board member, or community member;
6. Use AI to watch, track, or scan faces of students or staff outside of systems the board has approved;
7. Upload materials to AI if the copyright or license does not allow it;
8. Share district AI accounts or passwords with students or others;
9. Use district AI accounts for personal or business reasons; or
10. Use AI to bypass district network security, content filters, or device controls.
11. Use of AI software that has not been approved by district administration
12. Rely solely on AI to write IEP or 504 documents
13. To violate or be in conflict with any portion of the expectations set in the Staff Handbook

If any staff member is uncertain about the application of this policy to any AI Tool use, the staff member will check with a supervising administrator before use.

Adopted on: _____

Revised on: _____

Reviewed on: _____



Employee Handbook

Revised July, 2026

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Professionals:

Welcome to the Ralston Public Schools – we are glad to have you on our team. At Ralston Public Schools, we believe that our employees are our most valuable assets. In fact, we attribute our success as a public school district in significant part to our ability to recruit, hire and maintain a happy, professional, and productive instructional and support staff. We hope that during your career at Ralston Public Schools you will become a productive and successful member of our team.

This employee handbook describes, in summary form, the personnel policies and procedures that govern the employment relationship between the Ralston Public Schools and its employees. The policies and procedures stated in this book are just a general outline; many policies are described in detail in the negotiated agreement that applies to your employment group. You may receive updated information concerning changes in policy and procedures from time to time, and those updates should be kept with your copy of the handbook. If you have any questions about any of the provisions in the handbook, please contact Human Resources at the Administrative Offices.

Personally, as Superintendent of Schools, I want to thank you in advance for your commitment and professionalism as we all work together as a team to make the Ralston Public Schools a world class educational institution. I would also like to extend an open invitation to you to share any compliments, concerns, or ideas with me that will help all of us to make our organization better.

Sincerely,

Jason Buckingham
Superintendent

WELCOME

Welcome, and congratulations on becoming a member of the Ralston Public Schools employee team. By accepting this opportunity, you are committing your talents and skills to the task of developing well educated, productive and responsible adults. The work you do now is an investment in the future of our students.

RALSTON'S PURPOSE STATEMENT

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

RALSTON'S DIRECTION STATEMENT

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

GOVERNING BELIEFS

The Ralston Public Schools believe

- An educational process is a partnership involving the school, the family, the student, and the community
- Students learn best when they are actively engaged in the learning process
- All students can learn
- Students learn best when schools maintain high expectations for learning
- The foremost responsibility of any educational organization is the student
- The essence of education is the ability to develop lifelong learners to deal responsibly with choice in a changing world

THE SCHOOL BOARD

The Board of Education is the controlling body of the Ralston Public Schools. The Board is responsible for establishing a vision, making policy and establishing the budget.

Members of the Ralston Board of Education are elected by the qualified voters of the Ralston School District on a non-partisan ballot on the first Tuesday following the first Monday in November of even-numbered years. The term of office is four years and begins on the first Thursday following the first Tuesday of January after the election.

Board of Education meetings are held the second and fourth Monday of every month at 6:00 p.m. in the Linda J. Richards Leadership and Learning Center. These are open meetings and visitors are welcome.

The Superintendent of Schools is responsible for seeing that the Board's policies are put into action. The superintendent does this through a system of administrators who serve throughout the schools and offices in the district. In this way, all functions are orchestrated to best reach our goals.

You and the work you do are important and integral parts of a carefully planned system designed by the residents of the Ralston School District. They are depending on you to nurture and educate our most precious resource - our children.

GENERAL INFORMATION

The school district's handbooks are intended to convey information and explain school regulations and procedures that are necessary for the school to run smoothly and efficiently. Although the board of education may take action to approve the handbooks annually, the administration has the authority to change the contents of any handbook at any time so long as the changes are consistent with board policy.

None of the district's handbooks create a "contract" between the school district, staff members, parents or students. If any information contained in any handbook conflicts with board policy or state statute, the policy or statute will govern.

NON-DISCRIMINATION

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The school district prohibits sex discrimination in any education program or activity in any education program or activity that it operates.

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their disability, or that have other related concerns or questions, should contact the ADA/ Title II Coordinator: Dr. Ryan Pivonka at (402) 898-3483, ryan_pivonka@ralstonschools.org or in person at school.

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their sex, or that have other related concerns or questions, should contact the Title IX Coordinator: Dr. Ryan Pivonka at (402) 898-3483, ryan_pivonka@ralstonschools.org, 8545 Park Drive, Ralston Nebraska or in person at school. The School District's specific Notice of Nondiscrimination on the Basis of Sex may be accessed at the following link: https://www.ralstonschools.org/site/handlers/filedownload.ashx?moduleinstanceid=1169&dataid=9780&FileName=3053_-_Nondiscrimination.pdf.

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their race, color, or national origin, or that have other related concerns or questions, should contact the Title VI Coordinator: Dr. Ryan Pivonka at (402) 898-3483, ryan_pivonka@ralstonschools.org, 8545 Park Drive, Ralston Nebraska or in person at school.

Individuals who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Human Resource office at (402) 898-3483, ryan_pivonka@ralstonschools.org or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

For additional prohibited discrimination and related information, please review school district Policy 3053 – Nondiscrimination.

EQUAL OPPORTUNITY

The Ralston Public Schools shall provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and non-discrimination laws, directives and regulations of federal, state, and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. Employees will support and comply with the district's established equal employment opportunity and non-discrimination policies. Employees shall be given notice of this policy annually.

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the board, administration, and Nebraska Department of Education for the position for which they apply. In employing individuals, the district will not discriminate in any aspect of employment with regard to race, color, religion, national or ethnic origin, sex, disability, age, marital status, veteran status, genetic background, pregnancy or childbirth, or related medical condition.

ADA ACCOMMODATIONS REQUESTS

The Americans with Disabilities Act (ADA) protects individuals with disabilities from discrimination in the workplace. The ADA makes it unlawful for an employer to discriminate against a qualified individual because of a disability in any employment practice, including recruiting, hiring, firing, pay, promotions, and all other employment-related activities. Ralston Public Schools may provide reasonable accommodations, if needed, to perform the essential functions of a job.

To request an accommodation, contact the Human Resources department for the required forms. Human Resources will schedule a meeting to begin the interactive process to discuss accommodations. During the meeting, you will discuss the accommodations that can be made. Every situation is unique, so depending on the circumstances, it may or may not be possible to decide during this meeting.

COMPENSATION

SALARY INFORMATION

Teachers and identified certified employees are placed on a salary schedule according to the negotiated agreement between the Ralston Education Association and the Board of Education. Placement and advancement on the schedules are based on experience, the number of years served in the district, the addition of approved undergraduate hours for endorsements or specialties not previously approved, or graduate hours in your field. Teachers who report college hours before November 1st advance on the schedule for the entire school year. The Human Resource Office can be contacted for more information or an explanation of the salary schedule.

SALARY INFORMATION FOR CLASSIFIED STAFF

Pay rates for classified staff are established each year by the Board of Education with input from the superintendent of Schools and the Assistant Superintendent of Business and Finance. A raise may be granted each year based on the financial climate of the school district.

PAYDAY

Ralston school employees are paid monthly. Payday is the 18th of the month, unless that date falls on a weekend. In that case deposits are issued the Friday before. Employees are notified by automated e-mail when pay records are available for viewing each month.

UNIT PAY

Teachers who have duties beyond their normal teaching assignments, such as coaching, department head responsibilities, and building supervision, may be eligible for supplemental pay. Supplemental assignments and unit pay schedules are determined annually. The supplemental salary schedule is a part of the teacher's negotiated agreement. In order to maintain accurate compensation records, teachers are expected to notify the Human Resource office as soon as possible regarding any changes to their supplemental assignments.

CLOCKING IN AND OUT

Hourly employees are required to use the district's online (ETS) timesheet to record all hours worked. Staff members are required to clock in no sooner than 7 minutes before/after the scheduled shift and clock out no later than 7 minutes before/after the scheduled shift. If an employee is unable to clock in or out within the allotted period of time, the staff member is required to attach a note to the timecard explaining the discrepancy to their supervisor.

If an employee misses an entry into the timekeeping system, the staff member is responsible for correcting their timecard at the earliest possible convenience. If an employee makes a correction to their timesheet, the staff member is required to attach a note to the timecard explaining the discrepancy to their supervisor. Employees who consistently miss time clock entries may be subject to disciplinary action.

Employees are not allowed to use another person's login credentials under any circumstances in order to clock in/out or modify the timecard of another staff member.

Any employee who knowingly misrepresents or falsifies documentation about the number of hours they have worked or knowingly misrepresents or falsifies documentation about the number of hours another employee has worked will be subject to disciplinary action, up to and including termination of employment.

OVERTIME AND COMPENSATORY TIME

All classified staff members must keep an accurate record of all hours worked for the district. Employees who are "non-exempt" under the Fair Labor Standards Act and who work more than 40 hours in a workweek will be paid at the rate of time-and-one-half (1½) times their regular rate of pay for all overtime hours or will be provided compensatory time. All overtime must be approved in advance by the employee's supervisor. Overtime that is not approved in advance, may not be payable. Scheduled holidays, vacation days, time off for jury duty, and time off for sickness, emergencies or other personal reasons will not be considered hours worked for overtime purposes.

"Non-exempt" employees may not waive their rights under the Fair Labor Standards Act.

For more information, please see Ralston Board Policy 4050.

DIRECT DEPOSIT

Direct deposit of paychecks into bank accounts is mandatory. Instead of a check, employees can access their pay records online through the Employee Access Center. To enroll in direct deposit, employees must provide a voided check prior to their first pay date.

DEDUCTIONS

All required deductions, such as for federal, state, and local taxes, retirement contributions, and all authorized voluntary deductions, such as for insurance or union dues, will be withheld automatically from your paychecks. Garnishments are legal proceedings imposed by a court of law upon the school district requiring payment to a third party of monies earned by district employees. The school district will accept all legal garnishments and tax levies against wages in compliance with state and federal law. An employee's pay will be held upon receipt of a garnishment until a court order is issued indicating satisfaction of the indebtedness or until ordered to surrender the monies to the court or its agent. The school district prohibits improper pay deductions, and employees shall be reimbursed for any improper pay deductions. If you believe that an improper deduction has been made to your pay, you should immediately report this information to your direct supervisor, payroll personnel, or the superintendent.

If a staff member owes funds to the district at the time of their resignation or termination, the district may deduct that which is owed to the district from the employee's final paycheck.

OUTSIDE EMPLOYMENT

An employee's responsibilities to the district take precedence over personal responsibilities during school hours. Employees may not engage in other employment business activity during assigned duty hours.

Teachers are expected to assist students who are having learning problems as part of the teachers' employment. Such assistance is expected both in the classroom and at other times during the school day. A teacher shall not solicit a student or parent to retain the teacher as a tutor and shall not act as a tutor for pay or other remuneration for any student who is then enrolled in any class taught by that teacher. In all other cases during the school year, a teacher may act as a tutor for pay or other remuneration upon prior approval of the building principal and superintendent or their designee.

Employees shall not sell, solicit or promote the sale of goods or services to students. Employees shall not sell, solicit or promote the sale of goods or services to parents of students when the employee's relationship with the district is used to influence any sale or may be reasonably perceived by parents as attempting to influence any sale. Employees with supervisory or managerial responsibilities shall not sell, solicit or promote the sale of goods or services to employees over whom they have such responsibilities in any manner that could reasonably be perceived as coercive by the subordinate employee(s). Employees shall not use employee, student, or parent directories in connection with the solicitation, sale, or promotion of goods or services and shall not provide any such directory to any person or entity for any purpose without the prior knowledge or approval of the building principal.

No school board member, administrator, teacher, or other employee shall use the personnel, facilities, resources, equipment, property, or funds of the district for personal financial gain or business activities.

For more information, please see Ralston Board Policy 4008.

AT-WILL EMPLOYMENT

Classified staff members are employed "at-will" unless they are a member of a bargaining unit that is subject to a negotiated agreement with the district. Either you or the school district may terminate your employment at any time, for any reason, with or without cause or notice. This handbook is not a contract, express or implied, guaranteeing employment for any specific duration.

BENEFITS

HEALTH INSURANCE

The school district's health insurance plan is administered by Blue Cross and Blue Shield of Nebraska. The plan year's coverage is effective September 1st. The current plan is as stated in your employee benefit package. If one of the qualifying members is less than full time but at least 50% FTE, the monthly premium will be prorated based upon the reduced FTE. Details are available in the Payroll Office. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned.

DENTAL INSURANCE

Dental coverage through Blue Cross and Blue Shield of Nebraska (100% A, 75% B, and 50% C coverage) covers the cost of preventive, diagnostic and maintenance services. This includes a check-up and cleaning twice a year, fillings, extractions, X-rays and sealants. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned.

LONG-TERM DISABILITY INSURANCE

Employees will receive 66 2/3 percent long-term disability insurance coverage based on the employee's salary and fringe benefits. An employee shall be entitled to disability coverage beginning on the date when the employee has used all of their accumulated sick leave. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned.

LIFE INSURANCE

The district provides term life insurance (\$20,000 in most cases) for full time employees. The plan includes accidental death and dismemberment coverage in the same amount as the basic life benefit. Employees may choose to buy supplemental insurance at an amount allowed by the district and the carrier. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned.

WORKER'S COMPENSATION

The school district shall provide workers' compensation insurance for the protection of the district and its employees, and such other insurance as the board deems appropriate or has agreed to provide pursuant to a collective bargaining agreement.

Worker's compensation pays medical costs for injuries on the job and partially reimburses for loss of salary up to a legislated maximum. Salary reimbursement begins after a seven-day waiting period. If the employee is off the job more than six weeks, the initial seven days will be paid retroactively.

TUITION REIMBURSEMENT

An eligible employee may receive tuition reimbursement based on the terms of the negotiated contract. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned.

COBRA BENEFITS

Under a federal law known as COBRA, employees, their spouses, and children are allowed to continue group health insurance at their own expense under any of the following conditions:

- Death of the employee.
- Leaving the district's employment, whether through resignation or termination.
- Reduction of hours.
- Divorce or legal separation.
- The employee is entitled to benefits under Title XVIII of the Social Security Act.
- A dependent child ceases to be a dependent child under the plan.

Coverage may continue for up to 18 months in cases of termination or reduction of hours, and 36 months in other instances. Details are available through the Business Office.

403B PLAN

Monthly contributions to qualified 403b investment accounts are available through payroll deductions. Employees can elect to have money deducted from their monthly salary and sent to an account with an approved 403B Plan vendor. Contact the payroll office for a list of approved vendors, and also once you have set up an account with your financial planner. Additional information is available through the Business Office.

Inspira

Inspira is a program designed to set aside your pre-tax salary dollars for specific medical or childcare expenses. When enrolled in the program, a specified amount is put into an account before payroll deductions. The money in this account is available for health care needs not covered by insurance, such as orthodontics, co-pays, prescriptions, eyeglasses, and also for childcare costs from qualified providers.

Enrollment in or withdrawal from the Inspira program is permitted in October each year during the official enrollment period. The plan year is October 1- September 30. Enrollment information is distributed in August and enrollment forms are due September 1st. Contact the Business Office for more information.

VOLUNTARY SEPARATION PROGRAM

Certified staff members with 20 years of service may qualify for the Voluntary Separation Program. The Voluntary Separation Program is outlined in the teacher's negotiated contract or through specific board action.

RETIREMENT

Employees are required to participate in the Nebraska School Employees Retirement system. Contributions, which are subject to change annually, are deducted automatically from paychecks. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned.

LEAVE

FAMILY AND MEDICAL LEAVE

The school district shall provide leave to its employees in accordance with the Family and Medical Leave Act. Under the FMLA, eligible employees are entitled to certain rights, and have certain obligations with respect to unpaid leave for certain family and medical reasons.

FMLA leave eligibility: An eligible employee under the FMLA is an employee who has been employed by Ralston Public Schools for at least twelve (12) months, who has worked at least 1,250 hours in the past 12 months, and who works at a facility in which at least fifty (50) employees are employed at that facility or within seventy-five (75) miles of that facility. Returning Service members are given credit for any months or hours of service they would have been employed but for their military service.

Reasons for FMLA leave: The school district will grant an eligible employee up to a total of 12 workweeks of unpaid leave under the following conditions:

- For birth of a son or daughter, and to care for the newborn child
- For placement of a son or daughter with the employee for adoption or foster care
- To care for the employee's spouse, son, daughter, or parent with a serious health condition
- Because of a serious health condition that makes the employee unable to perform the functions of their job

- Because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is on active duty (or has been notified of an impending call or order to active duty) in the armed forces in support of a contingency operation

The school district will grant an eligible employee who is the spouse, son, daughter, parent or next of kin of a covered service member a total of 26 workweeks of unpaid leave during a 12-month period to care for the service member. The leave described in this paragraph shall only be available during a single 12-month period.

The school district will continue group health plan benefits on the same basis as coverage would have been provided if the employee had been continuously employed during the FMLA leave period. Any share of health plan premiums which have been paid by the employee prior to FMLA leave must continue to be paid by the employee during the FMLA leave period.

The school district requires employees to substitute any accrued paid vacation leave, paid personal leave, paid family leave, paid medical leave or paid sick leave for FMLA leave.

However, nothing in this policy shall require the school district to provide paid sick or medical leave in any situation in which the school district would not normally provide such paid leave.

Any staff member who needs to take an extended leave for medical or personal reasons must submit a leave request and complete FMLA forms. The absences that most often fall into the scheduled category are maternity, scheduled surgeries, and medical leaves of absence.

For more information, please see Ralston Board Policy 4011.

FAMILY MILITARY LEAVE

All employees, including elected officials of the State of Nebraska or any political subdivision thereof, who shall be members of the National Guard, Army Reserve, Marine Corps Reserve, Air Force Reserve, and Coast Guard Reserve, shall be entitled to a leave of absence from their respective duties, without loss of pay, on all days during which they are employed with or without pay under the orders or authorization of competent authority in the active service of the State or of the United States, not to exceed fifteen workdays in any one calendar year. Such leave of absence shall be in addition to the regular annual leave of the persons named herein.

When the Governor of this state shall declare that a state of emergency exists, and any of the persons named in this section are ordered to active service of the state, an additional leave of absence will be granted until such member is released from active service by competent authority. During the additional leave of absence because of the call of the Governor, any official or employee subject to the provisions of this section shall receive such portion of his salary or compensation as will equal to the loss he may suffer while in active service of the State.

An administrator, at their discretion, may require an employee who requests leave under the Nebraska Family Military Leave Act to provide certification from the proper military authority to verify the employee's eligibility for the leave requested.

Military Leave under the Federal Family and Medical Leave Act (FMLA) will be governed by the FMLA and the board's policy regarding the FMLA.

SICK LEAVE

Sick leave is granted as per the negotiated contract. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned. Unless prohibited by a negotiated agreement that an employee belongs to, an employee's supervisor may require an employee to submit a physician's written certification attesting to the employee's sickness or disability after three consecutive days of absence due to illness. Any employee who fraudulently uses, or attempts to use, sick leave in a manner that is not consistent with the terms outlined by the district will be subject to disciplinary action up to and including termination of employment.

PERSONAL LEAVE

Personal leave is granted as per the negotiated contract. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned.

BEREAVEMENT LEAVE

An employee shall be permitted paid leave for bereavement purposes per the current negotiated contract. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned. Any employee who fraudulently uses, or attempts to use, bereavement leave in a manner that is not consistent with the terms outlined by the district will be subject to disciplinary action up to and including termination of employment.

ASSOCIATION LEAVE

Association leave is granted as per the negotiated contract. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned. Any employee who fraudulently uses, or attempts to use, association leave in a manner that is not consistent with the terms outlined by the district will be subject to disciplinary action up to and including termination of employment.

JURY DUTY

An employee who has been called to serve as a juror will be granted paid leave. Employees must sign over to the district the compensation they receive for jury duty, but not compensation for expenses.

An employee who has been subpoenaed to testify as a witness in a court proceeding shall be entitled to one day of paid leave. To receive paid leave, the employee must sign over to the district their witness fee.

An employee who has been subpoenaed to testify in court in a matter relating to business of the district will be considered on official District business.

ELECTION DUTY

An employee who has been selected to perform election duty will be granted paid leave. Employees must sign over to the district the compensation they receive for Election duty, but not compensation for expenses.

VOTING

Ralston Public Schools will grant employees time off to vote if they do not have two consecutive hours away from work while the polls are open. The district will specify the two hours the employee may be absent from work to vote, and no deduction will be made from wages on account of such absence. Appointed election officials should contact their administrator to arrange paid time off.

REPORTING LEAVE

All employees are expected to report all leave taken to their supervisor and the employee benefits professional each time leave is taken. Please speak with your building administrator or

direct supervisor as to their expectations to make sure this is accomplished as soon as possible. Failure to report leave will be considered insubordination and will be addressed as such.

PURCHASES AND REIMBURSEMENT

PURCHASE ORDERS

Orders may be placed at your building. A requisition form must be filled out. This is available from the school secretary or a supervisor. It must be filled out completely, including address, item, quantity and price. It must also be signed by a supervisor. The requisition form should be turned in to the building secretary for input as a purchase order. The building secretary will notify accounts payable for printing and mailing of the purchase order. The original signed requisition and any additional information should be attached to the requisition and sent to accounts payable. No items or service should ever be ordered without being assigned to a purchase order and submitted into the purchase order system.

If the item is needed immediately, a requisition, complete with purchase order number, can be obtained from the building secretary. The requisition, approved and signed by a supervisor, can then be taken to the vendor. A receipt of goods will be issued. The completed and signed requisition and receipt should be turned in to the building secretary for input into the system as a purchase order. Once entered, the requisition and receipt should be submitted to accounts payable for the printing of the purchase order.

There may be occasions, such as registration to attend a preapproved seminar, when a fee will need to be paid prior to the Board of Education meeting. Please contact your building secretary for details. Administrators are responsible for establishing procedures in their buildings and department to ensure that these procedures are followed.

TRAVEL

All out-of-district travel must be pre-approved by a supervisor. A travel and expense form is available [online](#) or on the [Ralston Forms](#) website. All receipts being submitted for reimbursement (especially transportation, lodging and meals) must be kept and submitted with the completed travel and expense form to the Accounts Payable Department. Receipts must be itemized, or the district may not be able to reimburse expenses. It is the responsibility of the employee to collect itemized receipts. Please see Appendix A for reimbursement guidelines.

When travel exceeds 150 miles, employees can request hotel accommodations for the day(s) which the purpose/program for travel occurs. If the purpose/program begins prior to 9:00 am, employees can request hotel accommodations for the night prior to the purpose/program for travel starts.

Air travel will be approved by a supervisor when deemed necessary, and/or the cost of mileage reimbursement exceeds the cost of airfare.

MILEAGE

Expenses for required travel throughout the district on school business by an approved employee may be reimbursed if the employees' own vehicle is used. Mileage reimbursement is based on the state approved rate and will be within the guidelines of the Local Government Miscellaneous Expenditure Act. Mileage requests shall be submitted using the [online form](#). Itemized details of each trip must be included on the form. One entry labeled total miles for the day is not acceptable. Forms must be filled out completely and signed electronically by the employee and supervisor. Forms shall be turned in at the end of each month. They will be processed by the Accounts Payable Department (see reimbursement checks). Please see Appendix A for reimbursement guidelines.

REIMBURSEMENT GUIDELINES

Guidelines are in place to outline reimbursement of expenses to employees while doing the business of the Ralston Public Schools. Please review the Ralston Public Schools Reimbursement Guidelines in Appendix A of this document.

REIMBURSEMENT CHECKS

Reimbursement checks are issued once a month and are processed by the Accounts Payable Department. Vouchers must be submitted by the 25th of the month to receive payment the following month. Please see Appendix A for reimbursement guidelines.

RESTRICTIONS ON EMPLOYEES RECEIVING GRATUITIES

An employee who, because of their employment by the school district, receives any bonus merchandise or gift with a value over \$25.00 must disclose the receipt of such gift to the superintendent. The superintendent, at their discretion, may require that the gift become the property of the district.

Employees are directed to discourage merchants from offering bonus paraphernalia in exchange for the school's patronage.

ASSIGNMENTS

JOB DESCRIPTIONS

Job descriptions are the district's way of letting employees know what is expected of them. They are not, however, comprehensive nor intended to be limiting. Employees are part of a total team. If anything on the description is unclear, clarification should be sought by contacting the district's Human Resource office.

PLACEMENTS AND TRANSFERS

The District Office assigns all staff. Top priority is given to the needs of the students. Assignments within buildings or departments are the responsibility of the building/program administrator.

It is the policy of the Ralston Public Schools to fill all positions with the best-qualified people. The district reserves the right to place/transfer employees in positions they see are most beneficial to the success of the district. The district also prefers to promote from within whenever possible. As positions become available, administration will, at its discretion, either directly promote or transfer a qualified employee of the district or open the position for application by internal and external candidates.

If a position is opened for application, it will be posted electronically. Frequently, job vacancies will be advertised with outside sources during the same week they are posted online. This is done to speed up the screening process and to aid in ensuring that vacancies are filled by the most qualified persons.

To apply for an open position, you should either submit a formal letter of interest to the Human Resources Office referencing the position and requesting an interview. Interviews will be arranged by the Human Resources Department.

A detailed procedure regarding district transfers is available. Contact Human Resources Office or your building principal for more information.

HOURS

Members of the certified staff shall be on duty before and after the regularly scheduled student school day long enough to plan and to carry out their individual professional responsibilities as determined by the superintendent of Schools and/or the building principal.

Classified staff hours are determined at time of hire.

If a staff member needs to leave campus during their regularly assigned hours, they are expected to obtain permission from their building principal and/or notify a member of the school's front office staff before their departure and upon their return (if applicable). To help maintain accurate records of who is currently on campus, principals may require their staff members to sign out when they leave the building then sign back in upon their return.

Staff members who repeatedly leave campus without obtaining the permission of their building principal and/or notifying a member of the school's front office staff may be subject to disciplinary action up to and including termination of employment.

NEGOTIATED AGREEMENTS

Negotiated agreements for the various employee groups are available for review electronically in the Essential Documents folder located in the district's G-mail system (Google Drive). The negotiated agreement and salary schedule for teachers are negotiated by the district and the Ralston Education Association.

EMPLOYEE PERSONNEL FILE

The district shall maintain a personnel file regarding each employee. All materials in a personnel file, except for employment references and information that was gathered in the process of assessing an applicant for hiring, shall be available to the employee for review within a reasonable period of time of the employee's request. Employees may inspect the contents of their personnel files only in the presence of an administrator or a person designated by the administration. An employee may respond to any document(s) in their personnel file by submitting a written response to the person responsible for keeping the file, who shall attach the response to file copies of the disputed document.

No person other than school officials engaged in their professional duties shall be granted access to employees' personnel files, and the contents of such files shall not be divulged in any manner to any unauthorized person. An attorney acting on behalf of the board of education or administration is deemed to be a school official.

NOTIFICATION OF CHANGE OF ADDRESS/PHONE NUMBER

The district must keep accurate employee information. Therefore, the Human Resources Office should be contacted regarding change of address or phone numbers. This information is for district use only and is not made available to the public.

CERTIFIED EVALUATIONS

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

The Ralston Public Schools shall provide procedures for the evaluation of staff. The evaluation shall serve as a basis for improvement of performance and continued employment in the Ralston

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

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

For more information, please see Ralston Board Policies 4030 and 4031.

CLASSIFIED EVALUATIONS

Non-certificated District employees will receive a written evaluation yearly. To gain a clear understanding of your job expectations and your performance, you and your supervisor will discuss your evaluation together and each of you will sign it. The evaluation then becomes part of your permanent personnel file.

Classified employees who are new to the district may receive an initial evaluation by their supervisor at the conclusion of a 60-day probationary period of employment. This evaluation is at the discretion of the employee's supervisor and is used to identify strengths and/or areas where continued professional growth may be needed.

GRIEVANCE PROCEDURE

A Ralston School District employee who wishes to file a grievance with the district may use the grievance procedure outlined in Board Policy 4013. Certified staff members should follow the grievance procedure outlined in the teachers' negotiated agreement.

DISCIPLINARY PROCEDURE

The key to a successful working relationship between employer and employee is good communication. If a problem arises with a job performance or behavior, it is important for the employee to have a clear understanding of the district's concerns. The following disciplinary guidelines have been set by the district. With cooperation, these procedures can keep small problems from becoming big ones.

The following disciplinary actions will be considered whenever an infraction of the employer and employee relationship occurs. Infractions may be related to policies, rules, regulations or procedures that are administrative in nature, or the infraction may be related to job performances. These actions are not intended to be a hierarchy, but options. It is understood that this guideline for disciplinary action in no way negates the grievance clause of the contract between the school and the Ralston Education Association. The supervisor will select the most appropriate action.

- **Verbal Counseling:** A conversation which would include but not be limited to reminding the employees of rules, regulations, procedures, job description as well as complimentary remarks of good performance.
- **Oral Reprimand:** A written summary of an oral reprimand that will be placed in the employees personnel file to document the conversation. (i.e., on such and such day I had a discussion with John Doe about...) A signature of the employee and supervisor is required on this written summary.
- **Conference Report:** A set meeting with the employee and their supervisor to discuss inadequate performance or inappropriate behavior. This conference will provide a thorough discussion of behavior or inadequate performance and actions needed to be taken to improve that behavior or performance. This conference may include the superintendent. A written summary, signed by the employee, is placed in the employee's personal file.
- **Written Reprimand:** An action by an employee of a more serious nature will trigger a written reprimand. It gives the employee notice that their actions have placed their continued employment with the district in jeopardy.
- **Suspension with Pay:** This will generally be used when an employee has been charged with a crime or when a serious accusation is made against the employee. The employee may be suspended with pay while an investigation is conducted.
- **Suspension without Pay:** This action may be taken for two reasons: 1) as a result of less serious disciplinary actions which have not improved performance. 2) as a result of an infraction of a very serious nature.
- **Termination of Employment:** This action may be used when the nature of the infraction warrants it or when the employee's records show previous infractions have not been corrected. Employee will be given a written notice of the effective date of termination.

JOB ABANDONMENT

Unexcused absences are a serious matter. Unless prohibited by a provision within a collective bargaining agreement, any employee who has three consecutive days of unexcused absences shall be considered to have abandoned their job without notice, effective at the end of the employee's normal shift on the third day. The employee's supervisor shall notify the Human Resource Office at the end of the third workday. Abandonment is considered a voluntary resignation.

RESIGNATION OR DISMISSAL OF CERTIFICATED STAFF

Certificated staff members who know they will not be returning to employment at the school district for the following school year are encouraged to submit their resignations as early as possible, to enable the board to find suitable replacements. In the event of dismissal, procedures for the dismissal of certified staff members are governed by the laws of the State of Nebraska.

Staff members who submit their resignations to the board of education by April 15th will be released from the next school year's contract. Staff members who submit their resignations after April 15th will not be released unless the board is able to obtain the services of a quality replacement. Staff members who refuse to fulfill their contractual obligations are subject to being reported to the Professional Practices Committee of the Nebraska Department of Education.

PROFESSIONAL EXPECTATIONS

STAFF ETHICS

The Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education, are the minimum standards for all certificated staff members of the school district. All certified employees are responsible for reading, acknowledging, and complying with these standards.

Please refer to APPENDIX C to review these standards in detail.

Ralston Public Schools respects the privacy interests of its employees and recognizes their right to conduct their personal lives free from interference from the District. Nonetheless, employees should keep in mind that, even while offduty, they represent the Ralston Public Schools to the public and should strive to preserve the district's reputation. In addition, certain types of offduty conduct may reflect poorly upon an employee's character and judgment and thereby influence their standing as an employee of the Ralston Public Schools. Therefore, employees

who engage in unprofessional or criminal conduct or other serious misconduct offduty may be subject to disciplinary action by the district, including termination of employment, if such conduct is determined by administration to be harmful to our image, inconsistent with expectations of our employees, or otherwise adversely affects our legitimate business interests. School district employees are responsible for conducting themselves professionally and for teaching and modeling high standards of behavior and civic values, both at and away from school. Employees are required to establish and maintain professional boundaries with students. They may be friendly with students, but they are the students' teachers, not their friends, and they must take care to see that this line does not become blurred. This applies to employees' conduct and interactions with students and to material they post on personal web sites and other social networking sites. The posting or publication of messages or pictures or other images that diminish an employee's professionalism or ability to maintain the respect of students and parents may impair their ability to be an effective employee. Employees are expected to behave at all times in a manner supportive of the best interests of students.

Unless an employee has a legitimate educational purpose, the following behavior is a violation of the professional boundaries that employees are expected to maintain with students. The following list is intended to illustrate inappropriate behavior involving students but not to describe every kind of prohibited behavior.

- Communicating about sex when the discussion is not required by a specific aspect of the curriculum.
- Joking about matters involving sex, using double entendre or making suggestive remarks of a sexual nature.
- Displaying sexually inappropriate material or objects.
- Making any sexual advance, whether written, verbal, or physical or engaging in any activity of a sexual or romantic nature.
- Kissing of any kind.
- Dating a student or a former student within one year of the student graduating or otherwise leaving the district.

- Intruding on a student's personal space (e.g., by touching unnecessarily, moving too close, staring at a portion of the student's body, or engaging in other behavior that makes the student uncomfortable).
- Initiating unwanted physical contact with a student.
- Communicating electronically (e.g., by e-mail, text messaging, through social media or instant messaging) on a matter that does not pertain to a school matter. Electronic communications with students generally are to be sent simultaneously to multiple recipients and not just to one student except when the communication is clearly school related and inappropriate for persons other than the individual student to receive (i.e., grades). In these cases, the students' parents should be included in the communications when possible.
- Playing favorites or permitting a specific student to engage in conduct that is not tolerated from other students.
- Discussing the employee's personal issues or problems that should normally be discussed with adults.
- Giving a student a gift of a personal nature.
- Giving a student a ride in the employee's vehicle without first obtaining the express permission of the student's parents or a school administrator.
- Taking a student on an outing without first obtaining the express permission of the student's parents or a school administrator.
- Inviting a student to the employee's residence without first obtaining the express permission of the student's parents and a school administrator.
- Going to a student's home when the student's parent or a proper chaperone is not present.
- Repeatedly seeking to be alone with a student.
- Being alone in a room with an individual student at school with the door closed.
- Any after-school hours activity with only one student.
- Any other behavior that exploits the special position of trust and authority between an employee and student.

An employee is required to make a report to their direct supervisor and/or superintendent if the employee reasonably believes that another employee has violated or may have violated this policy. Concerns or violations shall be reported immediately. Violations committed by or concerns about the superintendent shall be reported to the President of the Ralston School Board.

A student who feels their boundaries have been violated should immediately report the conduct or communication to a teacher, administrator, counselor, or other school employee with whom they feel comfortable.

All reports made under this policy will remain confidential to the extent allowed by law. Retaliation for good faith reports or complaints made as a result of this policy is prohibited. Individuals who knowingly and intentionally make a false report shall be subject to discipline as provided by district policy and state law.

A violation of this policy will form the basis for employee discipline up to and including termination or cancellation of employment, filing a report with Health and Human Services, filing a report with law enforcement officials and filing a report with the Commissioner of Education.

PERFORMANCE AND BEHAVIOR

The following set of rules and regulations is intended to serve as a general guideline in governing appropriate employee behavior. The list is not intended to include all offenses for which an employee may be disciplined or discharged.

Performance Rules:

- Always make your best effort in your work.
- You are expected to meet reasonable standards of efficiency, productivity, and performance.
- Do not leave during working hours without advance permission from your supervisor.
- Always be punctual.

Behavior Toward Others:

- All staff members are expected to behave in a professional manner at all times. This expectation includes all interactions staff members have with students, staff members, parents, or other stakeholders of the Ralston Public Schools.
- Insubordination is prohibited. Insubordination includes the failure or refusal to obey the orders or instructions of a supervisor or administrator, the use of abusive or threatening language toward such individuals, or any conduct that undermines supervisor authority.
- Do not threaten, intimidate, coerce, provoke, interfere, or fight with other employees, supervisors, or students and their families at any time.
- Do not make false or malicious statements about employees, supervisors, students and their families, or Ralston Public Schools at any time.
- The use of profane or abusive language is not permitted in any situation.

Property of Others:

- Do not abuse, misuse, damage, destroy, sabotage, or steal the property of Ralston Public Schools, or the property of employees, supervisors, or students and their families.
- The use of Ralston Public Schools' equipment and supplies for personal purposes is generally not permitted. On various occasions and with permission from administration usage may be permitted on a limited basis and for a nominal fee.

Honesty:

- Do not falsify or fail to disclose completely all information requested or recorded on any employment, personnel, or other record of the district or its students and families.
- Do not alter, misuse, or remove from the district, without proper authorization, employee lists, student records, or confidential information of any nature.

Condition of District Premises:

- Do not create or contribute to unsanitary conditions on the district's premises; do not litter.
- Keep you work area safe and clean at all times.

Other Rules:

- Do not post or remove notices, signs, or any written or printed material on or from bulletin boards or elsewhere on the district's property at any time without advance permission.
- Always report any mistake by yourself or another person that could affect the district.

SUPERVISION OF STUDENTS

All Ralston Public Schools employees are required to maintain a reasonable standard of care and active vigilance to protect students at all times, whether during classroom instruction, hall monitoring, playground and cafeteria supervision, or extracurricular activities. To ensure maximum student safety, supervisors must concentrate fully on their monitoring duties; using personal communication devices that distract from this task is strictly prohibited. While overseeing non-instructional zones, staff must ensure students remain in designated areas, respect monitor directions, and immediately de-escalate or report behavioral conflicts. RPS school staff maintain an obligation to intervene to protect student safety and immediately report any observed instances of neglect, abuse, or policy violations to the school administration.

LOCKER ROOM SUPERVISION

Staff members, coaches, sponsors, and students must comply with the requirements of this policy while using locker rooms at the school district or at other locations. Staff members, coaches, and sponsors must appropriately supervise students in locker rooms and other locations where students dress, change, or engage in similar activities. This supervision must occur during curricular and extracurricular activities and includes, but is not limited to, the following:

- Entering and walking through the entire locker room at regular and irregular intervals to provide direct supervision and to assess student behavior.
- Maintaining an orderly locker room free from "horseplay" and other prohibited conduct.
- Maintaining a visual presence.
- Adequately addressing any misbehaviors.
- Escorting students to and from the locker room and the activity or instructional area.
- Unlocking the locker room so that students may enter, and locking the locker room after all students have exited the locker room.
- Searching the locker room to determine that all students have exited the locker room before locking it.

The locker room must be locked at all times when unsupervised.

See Board Policy 4062 for more information

EMPLOYMENT-RELATED SEXUAL HARASSMENT

It is the policy of the school district to provide an environment free of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication constituting sexual harassment. Sexual harassment by any employees and students is unequivocally prohibited. Sexual harassment is misconduct that interferes with work productivity and wrongfully deprives employees of the opportunity to work and students of the opportunity to study and be in an environment free from unsolicited and unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment is a prohibited practice and is a violation of the law.

The U.S. Equal Employment Opportunity Commission has issued guidelines interpreting Section 703 of Title VII as prohibiting sexual harassment. Sexual harassment is defined in those guidelines as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment

A person who feels harassed is encouraged to inform the person engaging in sexually harassing conduct or communication directly that the conduct or communication is offensive and must stop. If the person who feels harassed does not wish to communicate directly with the person whose conduct or communication is offensive, or if direct communication with the offending person has been ineffective, the person who feels harassed should report the conduct or communication using the district's complaint policy. Complaints involving sexual harassment may also be submitted at any time to the district's Title IX coordinator.

Regardless of the means selected for resolving the problem, the good faith initiation of a complaint of sexual harassment will not affect the complainant's employment, compensation or work assignments as an employee, or status as a student.

COMPLAINT PROCEDURE

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to complaints unless the complaint is subject to a different procedure required by law, policy or contract. Individuals who have a complaint should discuss

their concerns with appropriate school personnel in an effort to resolve problems at the lowest level of the chain of command. When those efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth in any specific policy addressing those areas or the procedures set forth below. Allegations of sex discrimination covered by Title IX will be addressed through the board's Title IX policy.

References to “coordinator” in this policy refer to the board-designated coordinator for the applicable area, such as the Section 504 Coordinator for allegations of disability-based discrimination.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant reasonably believes speaking directly to the person would subject complainant or complainant’s student to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, coordinator, superintendent of schools, or president of the board of education, as set forth below. Anyone with questions about the appropriate person to speak with may request clarification from the superintendent.
 - a. Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b. Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c. Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d. Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted at any time during the complaint procedure to the applicable coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or coordinator, the administrator or coordinator shall first determine whether another applicable procedure is required by policy or law and if so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator will promptly and thoroughly investigate the complaint, and shall:
 - a. Determine whether the complainant has discussed the matter with the respondent.
 1. If the complainant has not, urge the complainant to discuss the matter directly with the respondent, if appropriate.

2. If the complainant refuses to discuss the matter with the respondent, the administrator or coordinator shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
 - b. Strongly encourage the complainant to reduce his or her concerns to writing.
 - c. Interview the complainant and, if necessary, the respondent against whom the complaint is filed, to determine:
 1. All relevant details of the complaint;
 2. All witnesses and documents which the complainant believes support the complaint;
 3. The action or solution which the complainant seeks.
 - d. Respond to the complainant. If the complaint involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or coordinator receives the complaint.
4. If either the complainant or the respondent is not satisfied with the decision he or she may appeal the decision to the superintendent. The superintendent may assign a qualified designee to hear any appeal. This provision applies to appeals under the board's policies governing complaints of discrimination or harassment, including Title IX and any other policy with a separate grievance or complaint procedure, unless that other procedure includes its own appeal process. All requirements for appeals within any other policy apply, and in addition to those requirements, the following also apply.
 - a. The appeal must be in writing.
 - b. This appeal must be received by the superintendent no later than three (3) calendar days from the date of the decision.
 - c. For complaints addressed through other applicable procedures that do not include a separate investigatory process, the superintendent will investigate as he or she deems appropriate.
 - d. The superintendent will prepare a written decision and provide it to the complainant and any other person entitled by law to receive the appeal decision. For complaints involving discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal. Appeals to the superintendent from complaints involving discrimination or harassment are final once the superintendent delivers the written decision, as are all other appeals/complaints to the superintendent unless the complaint can be appealed on the limited grounds to appeal to the board below.
5. The board's role is to set policy, establish and implement a budget, and evaluate the superintendent. The board does not manage the daily operations of the school district entrusted to its administration unless required by law or policy. Because of the board's statutory roles, it does not hear complaints or appeals that may involve oversight or discipline of students, staff, or others, unless those involve the superintendent as discussed below. The board does not hear complaints or appeals based on allegations of discrimination or harassment unless otherwise required by law. The board will hear appeals only in the following circumstances:
 - a. When the complaint is about a board policy, not implementation of the policy;

- b. When the complaint involves the budget or school expenditures that have been or must be approved by the board; or
- c. When the board is required by law, policy, or contract to hear a complaint or appeal.

If a complaint involves those limited grounds and a party is not satisfied with the superintendent's decision regarding the complaint or appeal, he or she may appeal the decision to the board.

- d. This appeal must be in writing.
 - e. This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated his/her decision to the complainant.
 - f. This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment allegations against the superintendent shall be promptly and thoroughly investigated by the board president or a designee.
 - g. The board president will notify the complainant and any other person legally required to receive the decision in writing of its decision. If the complaint involves discrimination or harassment allegations against the Superintendent, the board president shall submit the decision within 180 calendar days after receiving the written appeal.
 - h. There is no appeal from any decision of the board unless authorized by law.
6. Formal complaints about the superintendent shall be filed with the president of the board. However, complaints about the superintendent do not include disagreement with the superintendent's decision on appeal based on a complaint of discrimination, harassment, or action of any other employee who is not the superintendent. Upon receipt of a complaint, the board president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:
- a. Coordinate with school district staff, other than the superintendent, to determine if another procedure in policy or law requires the complaint against the superintendent to follow another procedure. If so, the board president will coordinate handling the complaint through that procedure. If another procedure applies, such as in the case of allegations of sex discrimination against the superintendent, the board president or, at his or her discretion, the full board will serve only to hear any appeal by a party to the complaint.
 - b. Determine whether the complainant has discussed the matter with the superintendent.
 - 1. If the complainant has not, the board president or designee will urge or require the complainant to discuss the matter directly with the superintendent, if appropriate or required.
 - 2. If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
 - c. Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting by the full board.
 - d. Respond to the complainant or appeal. If the complaint or appeal involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.

- e. Appoint or contract with other individuals qualified to assist the board through this process or any other applicable procedure used to address allegations against the superintendent.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

DRESS CODE

The attire worn by staff members conveys an important image to students and the general public. Certified staff, para-educators and office staff are expected to dress professionally. Custodial, maintenance, food service, and transportation staff should wear their employee uniform during work hours.

The building principal may temporarily suspend all or a portion of the dress code when other factors support a lower dress expectation for school employees.

Staff must maintain a clean and professional image at all times when representing the district. Staff members who dress unprofessionally or have an appearance that is a distraction to the learning environment will be in violation of this policy and referred to the administration to correct the situation. Staff members who continue to dress in an inappropriate manner will be considered insubordinate and handled accordingly.

SECURITY BADGES

All District employees are required to wear a Ralston School District security badge. The initial security badge will be provided by the school district. All replacement badges will be purchased at the expense of the employee. While on duty and in the various school buildings staff members should have their ID badge on.

CARE OF DISTRICT PROPERTY & EQUIPMENT

Nearly all staff members will be issued some sort of equipment or property owned by the Ralston Public Schools to help achieve your job responsibilities. Examples of this equipment could be laptop computers, various electronic equipment or phones, books, tools, or different types of safety equipment. Staff members are expected to use great care and respect when using District owned equipment and property. In the event that District owned property has been lost, stolen, or damaged beyond what is normal wear and tear, the district will assess appropriate monetary damages back to the staff member to replace the lost, stolen, or damaged item.

PERSONAL PROPERTY AT SCHOOL

Bringing valuable personal property to any school district building is strongly discouraged. The Ralston Public Schools will accept no level of responsibility for lost, stolen, or damaged personal property brought to school by employees. The best advice in these situations is to leave valuable personal property at home in a secure place to be assured of its protection. Examples of such items are: personal computers, expensive jewelry, large amounts of cash, personal electronic devices, tools, and family keepsakes to name just a few.

CERTIFICATION AND ENDORSEMENT REQUIREMENTS

All educators, including substitute teachers, must be duly certified by the Nebraska Department of Education in accordance with the Department's rules and the laws of Nebraska. They must file copies of their teaching certificates, including endorsements, with the superintendent of schools, and must promptly file any changes in certification or endorsements.

Certified employees are required to maintain all their endorsements and may not permit any endorsement to lapse or remove it from their certificates. Any certificated employee working under a provisional endorsement must document regular progress and complete said endorsement as outlined in the Nebraska Department of Education, Rule 21.

The board or superintendent may require a certified employee to obtain a new endorsement when it is deemed necessary for the benefit of the school district and/or to comply with federal or state requirements.

Each administrator, including the superintendent, principals, and supervisors or supervisor of any special subjects or subject in which persons directly supervise the work of other teachers shall hold either a Nebraska Administrative and Supervisory Certificate or a Nebraska Professional Administrative and Supervisory Certificate.

PROFESSIONAL GROWTH OF CERTIFIED STAFF

Every six years, permanent certificated employees shall give evidence of professional growth.

The six-year period shall commence on August 1st of the year the certified staff member achieves permanent status or tenure and shall end on July 31st after the sixth year of continuous service. Each subsequent six-year cycle shall begin immediately following the end of a cycle.

Hours or credits cannot be accumulated during one cycle to be applied during a subsequent six-year cycle.

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

- Mentoring a teacher new to the district
- Leading (or serving on) an external accreditation visit
- Teaching undergraduate or graduate level college courses directly related to education
- Publishing professional journal articles and/or research on a topic directly related to education
- Presenting on a topic directly related to education at a state or national conference
- Presenting on a topic directly related to education during a district inservice
- Attending at a state or national conference directly related to education
- Attending pre-approved professional workshops, seminars, or local inservice activities
- Serving on a pre-approved district-level committee
- Serving on a building school improvement committee
- Supervising a student teacher

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

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

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

employment at the close of the contract year as specified under Nebraska Revised Statute 79-824

PROFESSIONAL DEVELOPMENT PROCEDURES

Professional development is an important part of keeping with current trends and practices to provide the best service and instructional quality for our students and community. With that, employees will be asked to participate in professional development activities on a regular basis.

Professional development opportunities may be initiated by teachers, building administrators, or district administration. In all cases professional development must support the goals and mission of the Ralston Public Schools. Prior to registering for a professional development activity get approval from your supervisor or administrator. Procedures for registering for professional development activities are outlined in Appendix B of this document.

DISCLOSURE OF STAFF QUALIFICATIONS

Parents/guardians may inquire about the professional qualifications of their child's classroom teachers. The district designates the following information as "directory information" and will give parents/guardians such information upon request:

- Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or provisional teaching certificate.
- The baccalaureate degree major of the teacher, along with information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.
- Whether the parent/guardian's child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who does not meet state or federal requirements.

ACADEMIC CONTENT STANDARDS, ASSESSMENTS, ACCOUNTABILITY

The instructional curriculum of the Ralston Public School District will reflect state-approved academic content standards and district-established academic content standards. The Board of Education adopts District academic content standards that are equal to or exceed in rigor, the measurable academic content standards adopted by the state board of education. These content standards describe the knowledge, skills, and processes that are taught, learned, and assessed.

The Board of Education shall direct the superintendent to develop and implement a comprehensive student assessment system. The assessment system will be responsive to federal, state, and district requirements. It will reflect district identified academic content standards and state approved academic content standards. The comprehensive student assessment system shall be aligned with the instructional curriculum of the Ralston Public School District.

The Board of Education of the Ralston Public School District directs that the instructional curriculum shall be the taught curriculum.

The responsibility of the teachers is to teach the instructional curriculum using best practices that promote student learning. The responsibility of the principals shall be to monitor the taught curriculum through the use of the curriculum guide and learning plans as well as to evaluate

teachers through the teacher evaluation process to ensure the instructional curriculum is the taught curriculum. The superintendent and their designee(s) shall ensure that principals monitor the implemented curriculum and evaluate teachers.

ASSESSMENT ADMINISTRATION AND SECURITY

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

For more information, please see Ralston Board Policy 4048.

HEALTH AND SAFETY

USE OF TOBACCO PRODUCTS

The use or possession of any tobacco product, including the use of vapor products, alternative nicotine products, or any other such look-alike product, is not permitted on school property at any time.

BREAK TIME FOR NURSING MOTHERS

The district will provide reasonable break time for an employee who wishes to breastfeed or express breast milk for her nursing child each time the employee has the need to do so. The district will provide a place, other than a bathroom, which is shielded from view and free from intrusion from co-workers and the public for one year after the child's birth.

BEHAVIORAL AND MENTAL HEALTH TRAINING

All public school employees who interact with students and any other appropriate personnel are required to complete at least one hour of behavioral and mental health training with a focus on suicide awareness and prevention training every year. The superintendent will determine the appropriate personnel required to receive the training.

These employees must complete the training designated by the school district or superintendent no later than October 31 of each school year or within 30 days of their initial employment, whichever is later. Failure to complete this training may subject the employee to employment-related discipline.

DRUG AND ALCOHOL-FREE WORKPLACE

It is vitally important to have a healthy workforce that is free from the effects of illegal drugs. The use or possession of unlawful drugs in the workplace has a very detrimental effect

upon safety and morale of the affected employee, coworkers, and the public at large; and on productivity and the quality of work.

Federal law requires this school district, as a recipient of federal funds, to maintain a drug-free workplace. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the district's workplace is prohibited. The term "workplace" includes every location where district employees may be found during their working hours or while they are on duty, regardless of whether the location is within the geographic boundaries of the district. Any employee who violates this policy will be disciplined with measures up to and including discharge. The district may, in its sole discretion, require or allow an employee who violates this policy to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.

The district shall provide every current employee with a copy of this policy and shall provide each newly hired employee with a copy upon hiring. Every employee shall be required to signify receipt of a copy of the policy in writing. All district employees must abide by this policy, including those who are not directly engaged in the performance of work pursuant to a federal grant.

Within five days after a conviction, an employee must notify the head of the department in which they are assigned of any conviction of a criminal drug statute for a violation occurring in the workplace. The failure to report such a conviction will result in dismissal. If the employee convicted of such an offense is engaged in the performance of work pursuant to the provisions of a federal grant, the district shall notify the grant agency within 10 days of receiving notice of a conviction from the affected employee or of receiving actual notice of such a conviction.

An employee who is convicted of violating any criminal drug statute for conduct that occurred in the workplace will be subject to disciplinary action, including but not limited to suspension or discharge. The district may, in its sole discretion, require the employee to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.

DRUG TESTING OF DRIVERS

Drivers for the school district must be free from drug and alcohol abuse, and the use of illegal drugs or improper use of alcohol is prohibited. The overall goal of drug and alcohol testing is to ensure a drug-free and alcohol-free transportation environment, and to reduce accidents, injuries and fatalities.

No driver shall: (1) report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater; (2) use alcohol while performing safety-sensitive functions; (3) perform safety-sensitive functions within four hours after using alcohol; or (4) refuse to submit to a pre-employment controlled substance, a post-accident alcohol or controlled substance test, a random alcohol or controlled substance test, a reasonable suspicion alcohol or controlled substance test, a return-to-duty alcohol or controlled substance test, or a follow-up alcohol or controlled substance test required under state or federal law or this policy. No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until they undergo a post-accident alcohol test, whichever occurs first.

A driver shall not refuse to submit to testing. A driver will be considered to have refused to submit to testing if the driver fails to provide a sample or specimen necessary for testing upon a

lawful request, consistent with the required testing protocols. The refusal to submit to the testing used by the district will be grounds for refusal to hire driver applicants and to terminate the employment of existing drivers.

Any driver who becomes unqualified on the basis of violation of the terms of this policy will be subject to disciplinary action that may include termination of the driver's employment and shall include the immediate removal from safety-sensitive functions in compliance with federal law. No driver tested pursuant to this policy and the school district's drug testing program and procedures who is found to have an alcohol concentration of 0.02 or greater, but less than 0.04 shall perform or continue to perform safety-sensitive functions until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test.

Any applicant who tests positive for the presence of these illegal drugs is medically unqualified to drive and will not be considered for the position of driver: (1) marijuana, (2) cocaine, (3) opiates, (4) amphetamines, or (5) phencyclidine (PCP). Any district driver who tests positive shall be medically unqualified and removed from service immediately.

A driver who has been involved in a reportable accident must submit to drug and alcohol testing as soon as possible. A reportable accident includes any accident in which there is a fatality, a person is injured and must be treated away from the accident site, the driver receives a citation for a moving violation, or a vehicle is towed from the scene. The driver must notify the district immediately regarding any reportable accident.

If a driver is so seriously injured that they cannot submit to testing at or immediately after the time of the accident, the driver must provide the necessary authorization for the district to obtain hospital reports or other documents that would indicate whether there were controlled substances or alcohol in the driver's system.

All drivers will be subject to unannounced random testing for drugs and alcohol. The district or its agents will periodically select drivers at random for testing. A district official will notify a driver when their name has been selected and will instruct the driver to report immediately for testing. By its very nature, random selection may result in one driver being tested more than once in a 12-month period, while another driver may not be selected at all during the same 12 months.

For more information, please see Ralston Board Policy 4003.

WORKPLACE SEARCHES

To safeguard the property and interests of our students, employees, and patrons; to help prevent the possession, sale, and use of illegal drugs on school grounds, and in keeping with the spirit and intent of the district's drug-free workplace policy and other policies, the school district reserves the right to question employees and all other persons entering and leaving our premises, and to inspect any packages, parcels, purses, handbags, briefcases, lunch boxes, or any other possessions or articles carried to and from school when it has reasonable grounds to do so. The

school also reserves the right to search any employee's office, desk, files, locker, or any other school owned property on school grounds. All offices, desks, files, lockers, and so forth, are school district property and are issued or provided for the use of employees only during their

employment with the district. Inspections may be conducted at any time at the discretion of the administration. Employees who refuse to cooperate with this provision will be subject to disciplinary action up to and including discharge.

WEAPONS AND FIREARMS

Weapons: No student may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. No visitor under the age of 18 may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy.

Definition of Weapon: The term “weapon” means any object, device, instrument, material, or substance which is capable of causing injury in the manner it is used or intended to be used.

Firearms: No person may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy.

Definition of Firearm: The term “firearm, as defined in 18 U.S.C. 921, means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms: The prohibition against firearms does not apply to:

1. The issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this State, or Reserve Officers Training Corps or peace officers or other duly authorized law enforcement officers when on duty or training; or
2. Firearms that may lawfully be possessed by a person who is receiving instruction at the school under the immediate supervision of an adult instructor;
3. Firearms which may lawfully be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard;
4. Firearms contained within a private vehicle **operated by a nonstudent adult** that are not loaded **and** are encased or are in a locked firearm rack that is on a motor vehicle; or
5. A handgun carried as a concealed handgun by nonstudent adult who holds a valid permit issued under the Concealed Handgun Permit Act in a vehicle or on their person while riding in or on a vehicle into or onto any parking area, which is open to the public and used by the school if, prior to exiting the vehicle, the handgun is locked inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area, except as prohibited by federal law.

Definition of Encased: The term “encased” means enclosed in a case that is expressly made for the purpose of containing a firearm and that is completely zipped, snapped, buckled, tied, or otherwise fastened with no part of the firearm exposed.

Exceptions for Students: The only exceptions for a student to bring or possess a weapon, including a firearm, are as follows:

1. The firearm or weapon has been brought to school grounds or to an activity or event off school grounds for some educational purpose;
2. The person bringing the firearm or weapon has requested and received the prior approval of both the instructor and the building principal to do so; and
3. All arrangements to use and store the firearm or weapon safely while it is on school premises have been agreed to and carried out.

Consequences – Firearm: Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Consequences – Weapon: State law and this policy provide that any student who violates this policy by knowingly bringing, possessing, handling or transmitting a weapon, other than a firearm, on school grounds, in a school owned vehicle, or at a school activity or event off school grounds may be suspended on a long-term basis, mandatorily reassigned, or expelled for the remainder of the school year in which the expulsion takes effect (if the misconduct occurs during the first semester) or the remainder of the second semester, summer school, and the first semester of the following school year (if the misconduct occurs during the second semester).

Confiscation of Firearms: Administrative and teaching personnel are statutorily authorized, without a warrant, to confiscate any firearm possessed in violation of this policy. By statute, any firearm that is confiscated by school personnel shall be delivered to a peace officer as soon as practicable. Such firearms are subject to being destroyed by law enforcement authorities.

Report to Law Enforcement Authorities: All school personnel are required to report any violation of this policy to a principal or the Superintendent of Schools. Pursuant to state and federal law, school personnel are required to report to law enforcement authorities when a student brings a firearm or weapon to school.

NOTIFICATION OF ARREST, CRIMINAL CHARGES, LICENSURE OR CHILD ABUSE

Employees shall notify the superintendent or designee by the next working day after the employee is (a) arrested; (b) ticketed; or (c) issued any form of criminal charge for committing an offense, crime, or infraction.

The above notification and reporting requirement herein apply if:

1. The maximum penalty for the crime equals or exceeds seven days incarceration;
2. The crime relates to abuse, neglect, or endangerment of a minor, or a minor was allegedly a victim or a witness;

3. The crime relates to misuse of drugs, alcohol, or controlled substances;
4. Job responsibilities are impacted including offenses that:
 - a. Would constitute a violation of NDE Standards of Conduct and Ethics, chapter 27; or
 - b. Would impact the employee's ability to operate a motor vehicle if the employee at times needs to travel during duty time or the employee at times drives students; or
 - c. Would impact the employee's Commercial Driver's License if the employee's job requires that the employee have a CDL.
5. The crime relates to alleged violence, force, coercion, or sexual misconduct;
6. The arrest or criminal activity occurs while the employee is on duty, or at a school attendance facility, on school property, at a school-supervised activity or school-sponsored function or in a school-owned or utilized vehicle.

Employees must also promptly report to the superintendent or designee whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense is not otherwise reportable. Employees must give full disclosure of the existence and nature of the above proceedings and shall also immediately notify the superintendent or designee of the disposition of any such case or matter.

Employees shall also notify the superintendent or designee by the next working day after the employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license requirement for the employee's position. Employees shall also notify the superintendent or designee by the next working day after the employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

Legal documents related to criminal charges, arrests, and child abuse complaints shall be treated and maintained as part of the employee's confidential criminal background file. Failure to notify the superintendent or designee as required under this policy may subject the employee to disciplinary action, up to and including termination.

WORKPLACE SAFETY

It shall be the policy of the Ralston Public Schools to take every reasonable precaution for the safety of the students, employees, visitors and all others having business with this school district.

The district will provide a loss control program designed to prevent on-the-job injuries and illnesses. In addition, each building will design procedures to address school violence. With staff and parent involvement, each school principal shall be responsible for developing a building safety management plan. The plan shall be reviewed annually. Cooperation by all employees is expected in our effort to make our schools a safe place to work and learn.

REPORTING AN ACCIDENT

If an employee is involved in an accident at work, immediately or as soon as possible within 24 hours, they must complete an Employee Accident Form and report the accident to the immediate supervisor. This form is available from the building secretary. The supervisor will then complete an accident analysis form. Both forms must be sent to the Business Office.

In order to protect you and other employees, you must present a physician's statement releasing you to return to work following any injury or illness for which you received a doctor's care or that resulted in your absence for three or more consecutive scheduled working days. The doctor's

release must state that you are released to return to work either: (a) without limitation; or (b) with limitations, listing them specifically.

THREAT REPORTING AND ASSESSMENT

All staff and students must report substantive threats to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS THAT REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

UNIVERSAL PRECAUTIONS

In general, a student or employee illness or injury will be dealt with by the school nurse or health paraprofessional. Because the need to help a sick or injured child may exist, training is required for all school employees. Because of the threat of infectious diseases, the following precautions must be followed for everyone's health & safety.

- Gloves should be worn when contact with any blood or bodily fluids are anticipated and should therefore be carried during playground duty, school activities, sports and field trips. They should also be worn for touching mucous membranes or broken skin (abrasions, etc.). Gloves should be changed after contact with each student. Hands should be washed immediately after removal of gloves.
- Disposable paper supplies and bandages should be used in the treatment and clean-up of any blood or bodily fluid.
- Disposable emergency mouth-to-mouth resuscitation masks should be used for such emergencies.
- Employees, who have an open lesion, wound, dermatitis, etc., should cover them with a dressing that will prevent contamination from other sources.
- Clean-up of blood and bodily fluids are dealt with primarily by the custodial staff. Again, precautions must be taken by all employees.
- Gloves must be worn for clean-up and disposal.
- Contain blood or bodily fluids with paper towels and use them to wipe up. Then place them in an individual plastic bag for disposal.
- Vomit must be covered with vomit absorbent first. (This is available from the custodians.) Follow the directions, then place the material in an individual plastic bag for disposal.
- Anything non-disposable (dust pans, brooms, etc.) must be sanitized. Cover them with a plastic bag until this can be done correctly.
- All plastic bags containing disposed material must be tied and disposed of in a lined trash receptacle.

- Soiled clothing should be removed immediately and placed in a plastic bag for laundering in hot water and detergent for 25 minutes. If cooler water is used, appropriate solutions must be used to inactivate the microorganisms.
- Both the injured party and the first aid responder must wash their hands or any exposed areas of the body immediately at the finish of clean-up and disposal. Should first aid to a fellow employee or visiting adult be required, the same precautions should be applied.

COMMUNICABLE DISEASES

The school district strives to provide a safe environment for both students and staff while safeguarding the rights of all students and employees, including those with communicable diseases. Communicable diseases are defined by the Nebraska Department of Health and Human Services in Title 173 Nebraska Administrative Code, Chapter 1 and include HIV/AIDS, Hepatitis (A, B, and E), Measles, Mumps, and Tuberculosis.

A student who has been diagnosed with a communicable disease shall be provided with educational services in accordance with state law and board policy. Generally, individuals with a communicable disease will be restricted only to the extent necessary to prevent the transmission of the disease, to protect their health and rights of privacy, and to protect the health and safety of others. The decision regarding a student's education program and placement shall be made on an individual basis in light of current medical and educational information and recommendations. These will be determined by the superintendent, the student's Section 504 or Individualized Education Program (IEP) team, or the district's Crisis Team. In addition, participation in Nebraska School Athletic Association (NSSA) events will be subject to its rules and procedures, if any.

If medical judgment substantiates that an employee has a chronic communicable disease and that employee poses a significant health threat to students and/or other employees, the employee may be placed on medical leave.

The superintendent is responsible for assuring that procedural safeguards are used when determining the employment status of employees with chronic communicable diseases.

In the event of a serious health outbreak that significantly impacts the day-to-day operations of the district, the rules and information provided in this handbook may be supplemented or amended by the school district's administration at any time, consistent with applicable law and board policy. All staff members shall be provided notice of any such changes by the district's regular means of contact.

HIPPA

The Health Insurance Portability and Accountability Act of 1996 protects certain health information. Prior to obtaining or releasing employees' protected health information, employees

may be requested to sign an authorization for the disclosure of health information. If protected health information is requested from a third party, the School District will ensure that protected health information is released only as allowed by federal and state law.

HIV/AIDS AND AIDS-RELATED CONDITIONS

Ralston Public Schools recognizes that Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), its related conditions such as AIDS Related Complex (ARC), and seropositive test results for HIV/AIDS and/or ARC, are the source of considerable concern and pose significant and delicate issues for all employees. As a result of such recognition, we have established guidelines for handling issues that may arise when an employee is affected by these conditions.

Policy Statement: Ralston Public Schools is committed to maintaining a safe and healthy work environment for all employees. Consistent with this commitment, the Company will treat HIV/AIDS and/or ARC the same as other illnesses in terms of all our employee policies and benefits, such as group health and life insurance, disability leaves of absence, and other disability benefits.

Based on the overwhelming weight of available medical and scientific opinion, including statements from the Surgeon General of the United States, and the U.S. Public Health Service and Centers for Disease Control, there is no evidence that such diseases are casually transmitted in ordinary social or occupational settings or circumstances. Therefore, subject to changes in available medical information and/or specific conditions involving the potential for transmission of these diseases, it is the policy of Ralston Public Schools that employees with such diseases or any of their related conditions may continue to work as long as they are able, with any reasonable accommodation required by law, to perform the essential functions of their positions. Employees who are affected by HIV/AIDS and/or ARC or any other lifethreatening illness will be treated with compassion and understanding. Co-workers will be expected not to refuse to work or withhold their services for fear of contracting such diseases by working with such an affected employee and not to harass or otherwise discriminate against such a person.

Procedures: Recognizing the need for all employees to be able to be accurately informed about these diseases, Ralston Public Schools will make every effort to have information available regarding the facts about them, how they are transmitted and not transmitted, and how best to keep them from spreading. Employees who would like to be provided with this information should contact the Human Resources Department.

Employees affected by or concerned about HIV/AIDS and/or ARC or any of their related conditions are encouraged to contact their supervisor or Human Resources Department to discuss their concerns and to obtain additional information. Additional information can also be found on the Nebraska AIDS Project website at <http://www.nap.org>. All such communications will be treated by Ralston Public Schools with strict confidentiality.

AHERA NOTIFICATION

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s

contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA), which requires schools to be inspected to identify any asbestos containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Every three years, Ralston Public Schools has conducted a re-inspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last re-inspection conducted on January 22, 2013, all materials listed in the Management Plan as asbestos containing (or assumed to be asbestos-containing) were inspected and found to be in good condition.

The law further requires an asbestos management plan to be in place. Ralston Public Schools developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

It is the intention of Ralston Public Schools to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in school district administrative office or administrative office of the school during regular business hours. Pat Flinn is our designed asbestos program coordinator, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to 402-898-3460.

SCHOOL CLOSING

During the winter months there are occasionally mornings when the decision is made to close school due to severe wind chills or driving conditions that make it unsafe for students who walk to school or are inexperienced drivers. On those days principals and specific personnel will report to check buildings and monitor if some students arrive at school so they can be returned home for safety reasons. All other personnel will not report. The Virginia Moon Administrative Center will be open from 9 a.m. to 3 p.m. on those days. A school closing protocol will be published annually to outline specifics surrounding this process.

When school is closed there will be no school-sponsored activities held without the permission of the superintendent or their designee.

TECHNOLOGY

USE OF TECHNOLOGY

The use of school-owned technology, including computers, whether stand-alone, as a part of a local area network, or as part of a wide area network such as the Internet, is a privilege, not a right. The following policies apply to any and all electronic devices (including personal devices) that are used on school property, whether or not the user is connected to a network.

All use of technology, whether personally owned or provided by the district, must be consistent with and driven by the educational objectives of the Ralston School District.

The following guidelines shall be observed by all staff members regarding the acceptable use of the district's Internet resources:

- Staff shall be restricted to use the Internet to conduct research for instructional purposes.
- Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents and patrons.
- Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.
- Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

The following behaviors represent unacceptable use of the district's Internet resources:

- Staff shall not access obscene or pornographic material.
- Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.
- Staff shall not use school computers or district Internet access to use peer-to-peer sharing systems such as BitTorrent or participate in any activity which interferes with the staff member's ability to perform their assigned duties.
- The only political advocacy allowed by staff on school computers or district Internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.
- Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

To display or print sexually explicit images or documents on the district's systems is a direct violation of the district's Sexual Harassment policy. In addition, sexually explicit material may not be archived, stored, distributed, edited, or recorded using our network or computing resources. The exception to this would be documents/files needed to be archived for legal reasons.

The distribution or sharing of confidential information related to the faculty, staff, or students of the Ralston Public Schools is expressly prohibited. Even when physically able to do so, users will not access any information other than which they are specifically authorized to, and which is

necessary for the performance of their assigned duties. The district's information may not be utilized for the benefit of any other person or organization.

No employee may use the district's Internet, Intranet, or e-mail facilities to deliberately propagate any virus, worm, Trojan horse, or trap-door program code. Likewise, no employee may use the district's Internet or e-mail facilities to knowingly disable or overload any computer system or network, or to circumvent any system intended to protect the privacy or security of another user. Local law enforcement officials will be contacted in the event of theft and/or intentional damage to district's equipment or network systems.

While on district property, the use of technology shall not be permitted for personal reasons or for purposes that are contrary to the goals and objectives of the Ralston Public Schools, unless deemed incidental, intermittent, or occasional. The district administration shall have sole and absolute discretion to determine what personal use may be permitted as incidental, intermittent, or occasional. The Ralston Public Schools shall not be held liable for any loss (including, but not limited to, financial loss, identity theft, or loss of information) an employee may experience while conducting personal business on school property or with equipment owned by the district.

Any district-owned electronic devices are subject to service at any time, which may result in the loss of data. The district will not be responsible for any damage a user may suffer, including loss of data.

The Ralston School District makes no warranties of any kind, whether express or implied, for the technological services it provides. The Ralston School District will not be responsible for any liability or expense the user may incur in connection with the use of District technology. The user agrees to indemnify (hold harmless) the Ralston School District for any expenses, including attorney's fees, arising out of the use of District technology in violation of this agreement.

The Ralston Public Schools Internet facilities, computing resources, e-mail and voice mail must not be used to knowingly violate the laws and regulations of the United States or any other nation, or the laws and regulations of any state, city, province, or other local jurisdiction in any way.

Any violation of school policy and rules regarding the use of the district's computer and/or Internet resources may result in:

- Discharge from employment or such other discipline as the administration and/or the board deem appropriate.
- The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member.
- When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

The Ralston Public Schools will comply with reasonable requests from law enforcement and regulatory agencies for logs, diaries, and archives on individuals' Internet, e-mail, and voice mail activities. In addition, the Ralston Public Schools may divulge any information found during monitoring to any party it deems appropriate.

TECHNOLOGY IN THE CLASSROOM

The district desires to use technology in a way that aids in the education of students. It is the goal of the district to embrace the helpful elements of technological advancement while remaining mindful of potential student privacy issues.

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

Smart speakers, such as Google Home, Amazon Echo, Apple HomePod, and similar devices, may be approved for use in the classroom. The device must be registered to an account linked to the classroom teacher's school e-mail address.

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

For more information, please see Board Policy 3050.

Staff members may make recordings of classroom instruction, student behavior or performance, and school activities without prior administrative approval only for legitimate educational purposes. Staff members may not make secret recordings while on duty, even if those recordings do not violate state or federal criminal or privacy laws. Staff members who violate this provision may be subject to consequences up to termination for classified staff and cancellation of contract for certificated staff.

For more information, please see Board Policy 3059.

OFF-DUTY PERSONAL USE OF TECHNOLOGY

School employees may use the internet, school computers, and other school technology while not on duty for personal use as long as such use is (1) consistent with other district policies, (2) consistent with the provisions of Title 92, Nebraska Administrative Code, Chapter 27 (Nebraska Department of Education "Rule 27"), and (3) is reported as compensation in accordance with the Internal Revenue Code of 1986, as amended, and taxes, if any, are paid. All of the provisions of Rule 27 will apply to non-certificated staff for the purposes of this policy. In addition, employees may not use the school's Internet, computers, or other technology to access obscene or pornographic material, sext, or engage in any illegal activities.

SCHOOL AFFILIATED WEBSITES

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated webpage that represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any website which identifies the school district by name or which uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated web pages and must only publish content appropriate for the school setting. Staff must also comply with all board policies in their school-affiliated websites and must comply with the board's policy on professional boundaries between staff and students at all times and in all contexts.

Publication of student work or personally-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff must obtain the consent of their principal or the superintendent prior to posting any student-related information on the Internet.

SCHOOL AFFILIATED SOCIAL MEDIA

Any social media account which purports to be “the official” account of the school district (e.g., “Ralston Football”), or any of its programs, classes or entities will be considered to be an account that is used exclusively for the school district's business purpose. Staff members may not use “official” accounts for personal use.

Staff are required to provide their supervising administrator with the username and password to school-affiliated social media accounts. Staff may also be required to interact with specified individuals on school-affiliated social media accounts.

When staff use school-affiliated social media accounts to comment on school-related matters, they do not do so as private citizens and are therefore not entitled to First Amendment protections. They are also not allowed to make any press releases or other official communications on behalf of the district without prior administrative approval. In other words, staff do not speak "for the district" directly or indirectly unless specifically authorized and directed to do so.

Staff must comply with all board policies, contract provisions, and applicable rules of professional conduct in their social media usage. They must comply with the board's policy on professional boundaries between staff and students at all times and in both physical and digital environments.

Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information in order to make sure that the publication does not violate the Federal Education Records Privacy Act or any other laws. Staff must also comply with all applicable state and federal record retention requirements, even with regard to personal social media usage.

Staff must comply with all applicable laws prohibiting the use or disclosure of impermissible content, such as copyright laws, accountability and disclosure laws, and any other law governing the use of resources of a political subdivision. Questions about appropriate content should be referred to the staff member's supervising administrator.

The following is a list of unacceptable uses of social media which constitute a basis for disciplinary action up to and including termination of employment:

- Staff shall never access obscene or pornographic material while at school, on school-owned device or on school-affiliated social media accounts.

- Staff shall not engage in any illegal activities, including the downloading and reproduction of copyrighted materials.
- Staff shall not access social media networking sites such as Facebook, X, Instagram, Snapchat, and TikTok on school-owned devices or during school time unless permitted by district policy or preapproved by the staff member's immediate supervisor. This prohibition extends to using chat rooms, message boards, or instant messaging in social media applications and includes posting on social networking sites using personal electronic devices.

For more information, please see Board Policy 4051.

MONITORING / NO EXPECTATION OF PRIVACY

Access to the District's network, email, voice mail, and Internet/Intranet resources are given to employees to assist them in the performance of their work. At a minimum, all employees are expected to check their email on a weekly basis when they are providing services to the district. The district owns the computer system and monitors e-mail and Internet communications, Internet usage, and patterns of Internet usage. Staff members have no right of privacy in any electronic communications or files, which are stored or accessed on or using school property and these are subject to search and inspection at any time.

Although Ralston Public Schools does not routinely monitor employee use of computers, Internet, e-mail or voice mail, it reserves the right to do so at any time at its discretion.

The use of encryption or passwords, the labeling of an email or document as private or personal, the deletion of an email or document, or any other such process or action shall not diminish the district's rights in any manner.

Ralston Public Schools will comply with reasonable requests from law enforcement and regulatory agencies for logs, diaries and archives on individuals' Internet, email and voice mail activities. In addition, Ralston Public Schools may divulge any information found during monitoring to any party it deems appropriate.

COMMUNICATION / ACCESSING INFORMATION

Communication is vital to having an informed and efficient organization that is responsive to the needs of students and the community. All employees are expected to regularly read their printed and electronic communication. It is expected that employees reply promptly to mail, e-mail, and other communication requests by parents, community members, students, other teachers, and administration.

Employees who are interested in communicating electronically with more than half of the staff members at a building site, for reasons that are not related to the normal, day-to-day operations of the school, must first receive the permission of the principal or the employee's immediate supervisor. Likewise, employees who are interested in communicating electronically with staff members at the district level, for reasons that are not related to the normal, day-to-day operations of the district, must first receive the permission of a district administrator. In all cases, the information being communicated must advance the educational objectives of the Ralston Public Schools and may not interfere with the learning environment, be harmful to our image,

inconsistent with the expectations of our employees, or otherwise adversely affect our legitimate business interests. Employees who attempt to circumvent and/or violate this policy may be subject to disciplinary actions up to and including termination of employment.

CELL PHONE/ELECTRONIC DEVICE USE

Ralston Public Schools recognizes that employees will need to use cell phones and other electronic devices occasionally. However, the District prohibits excessive use of such devices during working hours.

DISTRICT CELL PHONES

The district will provide identified employees with a cell phone. Approved employees will be able to choose from an identified list of cell phones that the district will provide. The monthly service charge will be paid by the district based upon the negotiated agreement with the cell phone service provider. Approved employees wishing to hold their own cell phone contract will be reimbursed a \$50.00 monthly stipend and a \$100.00 equipment stipend every two years. If an approved employee holds their own cell phone contract and is paid a stipend, they must supply their phone number to RPS so they can be contacted. All approved employees will have to sign a cell phone user agreement before being supplied with a district provided cell phone.

ELECTRONIC COMMUNICATION WHILE DRIVING

Except as provided below, school personnel shall not use any electronic communication device to read a written communication, manually type a written communication, send a written communication, verbally communicate with others, or otherwise communicate with others while operating a school vehicle or while using a school-issued electronic communication device while operating a private vehicle. This prohibition includes but is not limited to answering or making telephone calls, engaging in telephone conversations, and reading or responding to e-mails, instant messages, or text messages.

The superintendent or building principal may grant exceptions and allow verbal communication on an as needed basis for specific district-related worked based upon employees' duties and responsibilities.

STAFF USE OF AI TOOLS (4065)

As used in this policy, artificial intelligence tools ("AI Tools") means machine-based resources that use computer science, algorithms, large language models, and/or machine learning to perform tasks, answer questions, collect information, and respond to human-directed tasks, queries, and objectives. AI Tools include, but are not necessarily limited to, commercially-available resources like ChatGPT, Gemini, Claude, and similar technologies. The board wants to encourage staff to use AI tools to support student learning in safe and lawful ways.

This policy works together with the district's policies on Student Use of AI Tools (Policy 6038), Staff Internet and Computer Use (Policy 4012), and Staff and District Social Media Use (Policy 4051).

Tool Approval. Staff may not use an AI Tool with students or with student information unless a member of the district’s administration has approved it. Any software which contains an AI component must be preapproved by district administration prior to use. To use a new tool, staff must request approval from his/her supervising administrator first. Before approving a tool, the district will review the vendor’s privacy and security practices, the kind of student information the tool would use, and whether a written data-sharing agreement with the vendor is required. All software with an AI component, whether currently in use or software being vetted by the district must provide a data usage and security agreement prior to granting of approval. The district will keep a list of approved AI Tools and the allowed uses for each.

I. Staff Expectations for Use of AI Tools in Education

A. Acceptable Use of AI Tools. Staff members must use their own professional oversight for any task they use AI Tools to complete and must carefully review the outputs of all AI Tools, including evaluating the output of the AI Tools for accuracy and alignment with professional expectations. Staff may use approved AI Tools to help with things like:

- Drafting lesson plans, learning goals, and activities;
- Assisting in initial review and feedback of student work; but not to be used as a substitute for grading
- Making reading passages or practice problems at different levels;
- Drafting general messages like newsletters or announcements;
- Finding resources or summarizing public information;
- Drafting routine communications.
- Using AI in a manner that upholds all current applicable laws and practices

B. Protecting Student Information. Staff may upload student information into an AI Tool only when (a) the tool is district-approved, and (b) the vendor is bound by a written data-sharing agreement with terms that meet FERPA, COPPA, PPRA, and applicable state student data privacy laws. For this purpose, student information includes student names, ID numbers, education records, IEPs, Section 504 plans, evaluations, health records, and discipline records. This rule applies whether the staff member uses a district account, a personal account, a free version, or a paid version.

C. Recording and Transcription Tools. Staff may use AI recording or transcription tools only if:

- The transcription tool has been approved by an administrator for use in the school context; and
- All participants to the meeting are informed that the staff member is recording or transcribing the meeting.

The resulting recording or transcript may be subject to the district's retention and confidentiality policies.

D. Unacceptable Use of AI Tools in Education. Staff may never use AI tools to:

- Upload FERPA-protected information about students without the express, written authorization from administrators who have assured themselves that such disclosure is lawful;
- Relying solely on an AI Tool to grade student work that counts toward a grade or transcript or otherwise evaluate student academic progress;
- Make or share deepfakes or fake images, audio, or video of any real person.
- Make or share sexual or intimate images of any real person—even if the image is AI-generated;
- Use AI to harass, bully, threaten, or impersonate any student, staff member, parent, board member, or community member;
- Use AI to watch, track, or scan faces of students or staff outside of systems the board has approved;
- Upload materials to AI if the copyright or license does not allow it;
- Share district AI accounts or passwords with students or others;
- Use district AI accounts for personal or business reasons; or
- Use AI to bypass district network security, content filters, or device controls.
- Use of AI software that has not been approved by district administration
- Rely solely on AI to write IEP or 504 documents
- To violate or be in conflict with any portion of the expectations set in the Staff Handbook

If any staff member is uncertain about the application of this policy to any AI Tool use, the staff member will check with a supervising administrator before use.

POLICIES REGARDING STUDENTS

STUDENT SAFETY

Teachers shall make every reasonable effort to protect students from conditions that interfere with the learning process or are harmful to the health and/or safety of others.

Physical restraint of a student may sometimes be necessary to protect the student and/or other individuals. Physical restraint will be used with extreme caution and only in emergency situations where there is a risk of injury to someone if physical restraint is not used, and only after other less intrusive alternatives have failed or been deemed inappropriate. Staff members may physically restrain a student without advance notice to the building administrator when a student's behavior poses a threat of imminent, serious, physical harm to self and/or others.

The Ralston School District's emphasis is on prevention and behavioral de-escalation that reduces the risk of injury. The emphasis is always on the care, safety, and welfare of our students. The primary technique that should be utilized by staff members is verbal de-escalation. Physical restraint may only be used when non-physical interventions would not be effective, and/or the student's behavior poses a threat of imminent, serious, physical harm to self and/or others.

STUDENT DISCIPLINE

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in Board policy and the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

For more information, please see Ralston Board Policy 5035.

STUDENT BULLYING

Nebraska statute defines bullying as “an ongoing pattern of physical, verbal or electronic abuse”. The Centers for Disease Control and Prevention defines bullying as “any unwanted, aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple time or is highly likely to be repeated”. The school district’s administrators will consider these definitions when determine whether any specific situation constitutes bullying. These definitions include both in-person and cyberbullying behaviors.

School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

EMERGENCY EXCLUSION

Any student may be excluded from school in the following circumstances subject to the procedural provisions governing short-term suspension found elsewhere in these policies or state law:

- (a) If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
- (b) If the student's conduct presents a clear threat to the physical safety of themselves, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers that prompted the exclusion.

For more information, please see Ralston Board Policy 6031.

CORPORAL PUNISHMENT

Corporal punishment, defined as the infliction of bodily pain as a penalty for disapproved behavior, is strictly prohibited. Some physical contact is inevitable. Therefore, physical contact, short of corporal punishment, is acceptable to promote personal interaction with students, to maintain order and control, and to protect persons and property.

SUSPECTED CHILD ABUSE/NEGLECT

Because of their daily contact with school-age children, educators and other school employees are in a unique position to identify abused and/or neglected children. Educators are required by law to report any known child abuse or neglect. Nebraska law defines child abuse or neglect as knowingly, intentionally, or negligently causing or permitting a minor child to be (1) placed in a situation that endangers their life or physical or mental health; (2) cruelly confined or cruelly punished; (3) deprived of necessary food, clothing, shelter or care; (4) left unattended in a motor vehicle, if such child is six years of age or younger; (5) sexually abused; or (6) sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Any school employee who has reasonable cause to believe that a child has been abused or neglected must report the suspicion to the building principal immediately.

The principal and the school nurse and/or the school counselor or school psychologist shall, whenever possible, investigate the concern immediately within 24 hours of receiving the initial report. The school staff shall endeavor to conduct this investigation in a manner that does not interfere with any current or future investigation by law enforcement. When the principal determines that a report should be made, they shall make a report to the office of social services or law enforcement. The principal shall inform the employee(s) who made the initial report whether they have made a report to the office of social services or law enforcement. If no such report has been made but is deemed appropriate, the employee(s) shall file such a report if they have reasonable cause to believe that a child has been abused or neglected in conjunction with the building principal, school counselor or school psychologist.

The building principal, school counselor, or school psychologist must complete the necessary paperwork and keep it on file. Any doubt or question in reporting such cases shall be resolved in the favor of reporting the suspected abuse or neglect. Consultation between the administrator and school employee is encouraged; keeping in mind that prompt reporting is essential.

The report to authorities shall contain the following information to the extent it is available: (1) name and position of reporting person; (2) name, address, and age of abused or neglected person; (3) address of the person or persons having custody of the abused or neglected person; (4) the nature and extent of the abuse or neglect, or the conditions and circumstances which would reasonably result in such abuse or neglect; and (5) any other information that may be useful in establishing the identity of the persons involved and cause of the abuse or neglect.

Nebraska statutes give legal immunity from any civil or criminal liability to any person who makes a good faith report of child abuse or neglect or participates in a judicial proceeding resulting from such a report.

For more information, please see Ralston Board Policy 4054.

STUDENT INTERVIEWS

Employees shall refer any police officer, child protective service worker, or other similar individual seeking to speak to or interview a student to an administrator.

STUDENT SEARCHES

Certified and classified staff members may not search students or their belongings. If a staff member suspects that a student is in possession of contraband, they should immediately contact a member of the administration and supervise the student until the administrator arrives. Students who are suspected of having an item in violation of school rules may be directed to wait with a staff member.

ELECTRONIC COMMUNICATION WITH STUDENTS

All forms of electronic communication with students including, but not limited to, the use of e-mail, text messaging, instant messaging, and social media must advance the educational goals and objectives of the Ralston Public Schools.

STUDENT CONFIDENTIALITY

Any student records, including reports of illness, abuse and neglect are strictly confidential. Student privacy will be rigidly protected by all employees of the district. Failure to do so will result in disciplinary action, up to and including termination.

The school district provides students with a certificated school counselor. Information that students provide to counselors and/or school psychologists is confidential but not legally privileged. The counselor and/or school psychologist will attempt to respect the privacy of student disclosures but will share all relevant information with other education professionals as appropriate or as directed. The counselor and/or school psychologist will also contact parents and law enforcement officials as appropriate.

Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings and other documents, are to be considered professional information for use in counseling, not part of the student's education record.

When a counselor and/or school psychologist is in doubt about what information to release, they should discuss the matter with the building principal or with the superintendent.

CRISIS ASSISTANCE

The school district will use a Crisis Response Team (CRT) to plan and coordinate efforts to deal with an emergency that involves the school, staff, and students. The primary concern will be the safety and welfare of students and staff, followed by the protection and salvaging of property.

During a crisis, school will be conducted in as normal and routine a manner as possible. To help provide students and staff with the services to cope with an emergency, the CRT may call upon patrons and school and community professionals who are skilled in providing counseling. A careful balance must be maintained between the right of the public to information and the rights of the student and staff to privacy and normalcy. All crisis information will remain confidential unless decided otherwise by the general coordinator. The general coordinator will be responsible for dealing with the media and providing information to the public.

For more information, please see Ralston Board Policy 4036.

SUMMARY

This handbook is a general guide to the operations of the school district. More information and specific details on matters covered here are provided in negotiated agreements, Board of Education policies and building handbooks. Questions that are not addressed in this handbook may be answered by contacting a supervisor, the Human Resources Office or another appropriate office. All employees are wished the best as they work with their colleagues to provide quality education for the students of Ralston.

Ralston Public Schools—Employee Handbook
EMPLOYEE ACKNOWLEDGEMENT PAGE

This is to certify that I have read this employee handbook and I am familiar with its contents. I understand that it is not a binding contract but a set of guidelines for the implementation of personnel policies. I understand that by signing this acknowledgement, I agree to abide by the policies and procedures set forth by the Ralston Public Schools.

Employee Signature

Employee Name (Printed)

Date

APPENDIX A

Ralston Public Schools District Reimbursement Guidelines

Receipts:

If an expense item is to be reimbursed by Ralston Public Schools, there must be a receipt attached validating the expense. The receipt must include the following:

1. Name of business where purchase was made or service was performed. (Some business receipts do not include the business name. Please write the name on the receipt.)
2. Date of service
3. Detail of items/service purchased
4. If expense is for a meal or food, please include the name of the meeting and the names of the individuals who attended or ate the meals claimed for reimbursement.
5. If needed receipts may be attached to a plain piece of paper to include all pertinent information.

The following types of receipts are NOT acceptable:

1. Summary credit card slip showing only the total charge; must have itemized receipt
2. Cancelled check
3. Credit card statement with the expense circled

Bottom Line: If you do not have an acceptable receipt for expense reimbursement the district may not be able to reimburse for that expense item.

Mileage:

Mileage will be reimbursed at the standard IRS mileage allowance. The IRS updates the rate annually. Mileage requests shall be submitted using the [online form](#). Please remember to check on the availability of the Ralston Public Schools vehicles for trips in which several staff members will be attending. When available, the district vehicles must be used for travel. Mileage will only be reimbursed from your place of work to the activity location identified and back. Mileage will not be paid from your home or residence.

Rental Cars:

Rental cars are not reimbursed to the employee unless the following conditions exist:

1. Prior approval from the Assistant Superintendent for Business AND one or more of the following conditions exist:
2. The cost of the cab fare or shuttle, to **or** from the airport, is more than the daily rate plus incidentals, such as fuel and parking, to rent the car.
3. The hotel where the employee is staying is not within walking distance to the conference and the hotel does not offer shuttle service to the conference.
4. The rental is less expensive than a flight for several persons attending an event and is within a reasonable driving distance.

Purchasing Items:

We are a tax-exempt organization. As a result, we are not required to pay sales tax on purchases. Because of this, purchasing items on a personal basis and asking for reimbursement is discouraged. An employee who elects to purchase an item on their own may seek reimbursement for the item but will not receive reimbursement for any sales tax paid. The district does recognize that at times cost savings may be realized by purchasing items on a personal basis. If this becomes necessary, advanced permission from your supervisor is required prior to purchasing items that you wish to be considered for reimbursement. When asking for reimbursement on such purchases please use the receipts portion of this document to guide the reimbursement submittal. *NO PERSONAL ITEMS ARE TO BE PURCHASED USING OUR TAX EXEMPTION. PLEASE RING UP PERSONAL ITEMS SEPARATELY!*

Expenses that will not be reimbursed:

1. **Alcoholic Beverages** will NOT be reimbursed.
2. **Entertainment** such as movies, etc.
3. **Laundry fees**
4. **Personal maintenance items**
5. **Tips** for cab fare, shuttles, and meals will be reimbursed but are limited to 20% of the charges.
6. **Cab fares, shuttle costs, etc.** for employee's personal travel such as sightseeing, shopping, travel to and from dining locations, etc.

Meals:

When traveling away from Ralston, and it is necessary to have a meal while on duty, it is expected that care is used in selecting an appropriate price level restaurant. Meal expenses are only reimbursed up to the [government per diem rate](#), including the reduced amount for the first and last day of travel. Gratuities are only reimbursed up to 20% of the charges. It is the employee's responsibility to know and abide by the per diem rate for their dining location. Any charges above these amounts will not be reimbursed. It is also expected that detailed documentation and itemized receipts are kept to ensure reimbursement. Meal reimbursement is for RPS staff members only unless the event is hosted by the Ralston Public Schools and you are doing the business of the Ralston Public Schools.

District Cell Phones:

The district will provide identified employees with a cell phone. Approved employees will be able to choose from an identified list of cell phones that the district will provide. The monthly service charge will be paid by the district based upon the negotiated agreement with the cell phone service provider. Approved employees wishing to hold their own cell phone contract will be reimbursed a \$50.00 monthly stipend and a \$100.00 equipment stipend every two years. If an approved employee holds their own cell phone contract and is paid a stipend, they must supply their phone number to RPS so they can be contacted. All approved employees will have to sign a cell phone user agreement before being supplied with a district provided cell phone.

Charging on District Accounts:

At no time shall any employee charge items to a revolving account registered to the Ralston Public Schools unless advanced permission has been granted by a supervisor or school administrator. Charging any items for personal business on school district revolving accounts is strictly prohibited.

APPENDIX B

Ralston Public Schools District Professional Development Guidelines

Requesting Professional Development:

1. Teachers: Please get approval from building administrator.
2. Building Administrator: Please align requests with goals and mission and identify appropriate funding prior to making arrangements.
3. District Administrator: Please align requests with goals and mission and identify appropriate funding prior to making arrangements. Communication with building principals is also essential prior to making arrangements.

Professional Development Requests from Buildings/Teachers:

Professional development requests that originate from building principals or teachers must be arranged and organized at the building level. Steps that are required for appropriate planning are:

1. Identify if the professional development meets the District/Building goals and mission
2. Identify appropriate funding in advance
3. Complete any required registration process
4. Organize any needed transportation or lodging arrangements
5. Schedule substitute teachers as needed
6. Submit costs, reimbursement, and expenses for payment as needed to the Business Office
7. Prior to the event check that all details are covered

Professional Development Requests from District Administration:

Professional development requests that originate from Central Office or District administration must be arranged and organized at the Central Office level. Steps that are required for appropriate planning are:

1. Identify if the professional development meets the District/Building goals and mission
2. Identify appropriate funding in advance
3. Communicate with building principals and teachers about the training opportunity
4. Complete any required registration process
5. Organize any needed transportation or lodging arrangements
6. Schedule substitute teachers as needed
7. Submit costs, reimbursement, and expenses for payment as needed to the Business Office
8. Communicate to all stakeholders details of arrangements and expectations
9. Prior to the event check that all details are covered

Requests for Payment:

Any requests for payment that would accompany reservations or registrations should be submitted well in advance of the deadline (at least 3 business days) to the Business Office so that a check can be mailed. In all cases detailed documentation should accompany requests so that accurate records may be kept and registrations and reservations are made in a timely manner.

APPENDIX C

CODE OF ETHICS

**TEACHING
PROFESSION**

STATE OF NEBRASKA

STANDARDS OF PROFESSIONAL PRACTICES

Introduction

It is the responsibility of the Commission to provide advice and counsel to the State Board of Education in developing standards of professional practices in areas including, but not limited to, (1) ethical and professional performance, (2) competency, (3) continuance in professional service, and (4) contractual obligations.

Standards applicable to professional practices have been adopted by the Nebraska State Board of Education. The Code of Ethics, Standards for Continuance in Professional Service, and Contractual Obligations are presented in this pamphlet. The Commission shall adhere to these standards in making recommendations of whatever nature in accordance with its statutory authority.

The State Board of Education shall request the Commission or a special committee of members thereof to hold hearings and make recommendations to the State Board of Education concerning alleged violations of standards of professional ethics and practices by holders of public school certificates. Each educator can be aided by this publication in developing and continuing the use of professional practices that are in the best interest of the students, the profession, and the public.

CODE OF ETHICS

Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence, and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility they have accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge their colleagues, and to be judged by them, in accordance with the provisions of this chapter.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are,

therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-868 R.R.S. for holders of public school certificates.

If the certificate holder is employed in a nonpublic school, that context shall be taken into account in the application of these standards.

Principle I - Commitment as a Professional Educator

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
5. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
8. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
9. Shall report to the Commissioner any known violation of Principle I, number 7; Principle III, number 5; or Principle IV, number 2.
10. Shall seek no reprisal against any individual who has reported a violation of this chapter.

Principle II - Commitment to the Student

Mindful that a profession exists for the purpose of serving the best interest of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall permit the student to pursue reasonable independent scholastic effort and shall permit the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
3. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
4. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
5. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
6. Shall not tutor for remuneration students assigned to their classes, unless approved by the local board of education.
7. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public

The magnitude of responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

1. Shall not misrepresent an institution with which the educator is affiliated and shall take added precautions to distinguish between the educator's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair professional judgment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude or commit any felony under the laws of the United States or any state or territory.
6. Shall with reasonable diligence, attend to the duties of their professional position.

Principle IV - Commitment to the Profession

In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

1. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
2. Shall not misrepresent their professional qualifications, or those of colleagues.
3. Shall practice the profession only with proper certification and shall actively oppose the practice of the profession by persons known to be unqualified.

Principle V - Commitment to Professional Employment Practices

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
6. Shall permit no commercial or personal exploitation of their professional position.
7. Shall use time on duty and leave time for the purpose for which intended.

STANDARDS FOR CONTRACTUAL OBLIGATIONS FOR ALL CERTIFICATE HOLDERS

Members of the teaching profession shall adhere fully to the terms of a contract or appointment.

Summary

Teaching in the public schools of Nebraska and related administrative and supervisory services are recognized as a profession by the Legislature.

In recognition of the professional status of educators, the Governor is authorized to appoint a Professional Practices Commission representative of elementary and secondary teachers, administrators, and higher education. The goal of the Commission is to develop, promote and enforce standards of professionalism for Nebraska educators.

APPENDIX D

Supplemental policies and procedures for Sign Language Interpreters

Ralston Public Schools shall ensure that the roles, assignments, supervision, and evaluation of Sign Language Interpreters are consistent with Rule 51.

This includes, but is not limited to:

- Qualified Supervision
- Appropriate Evaluation Standards
- Professional Development Specific to Interpreting
- Service Coordination

Ralston Public Schools' expectation of SLPs includes, but is not limited to:

- Maintain Professional Qualifications
- Maintain Competency
- Participation within the IEP Team
- Work Within Ethical and Professional Educational Standards

Code of professional conduct:

The Code of Professional Conduct for the Suburban Schools' Program is based on the Code of Professional Conduct of the Registry of Interpreters for the Deaf (RID) with the perspective of an educational setting. The RID Code of Professional Conduct referenced is in parenthesis following each principle.

1. The EI/T shall be dedicated to providing competent interpreting services in a manner befitting a professional. (RID tenet 2)
 - 1.1. Professional appearance: EI/Ts must always keep in mind their role to facilitate communication and their responsibilities as visual representatives of the consumers involved in any given interpreting assignment. EI/Ts should dress in a manner that will be as unobtrusive as possible and assure the best background for signing. Avoid highly visible jewelry, excessive makeup and other characteristics of physical appearance that are distracting.
 - 1.2. Personal Qualities: The EI/T must be dependable, responsible and reliable at all times. The EI/T must use tact when interacting with others, remaining diplomatic and perceptive. The EI/T must maintain an acceptable demeanor, exhibiting self-confidence and self-control.
2. The EI/T judiciously safeguards assignment-related information of a confidential nature. The obligation to protect confidences does not prevent an educational interpreter from revealing information to their employer or member of the IEP professional team for record keeping, program management and supervision. (RID tenet 1)
3. The EI/T provides parents and other members of the educational team on the student's use of interpreting service when requested. The EI/T will redirect parents and other team members to the deaf educator/resource teacher for parental/team member questions that

are not related to the student's use of an interpreter within the educational setting. (RID tenets 1, 2, 3, and 4)

4. The EI/T and deaf educator/resource teacher shall provide information, when necessary, to educate the consumers about the role and appropriate use of the interpreter. (RID tenets 2 and 3)
5. The EI/T conveys the content, spirit and affect of the speaker using the language system approved by the educational team. (RID tenet 2)
6. The EI/T will not counsel nor interject personal opinion during interpretations/transliterations. (RID tenet 3)
7. The EI/T will maintain an appropriate adult-student relationship with all children/students (deaf and hearing). This is the ability to maintain "Professional Distance" or professional boundaries. (RID tenet 3)

Registry of Interpreters for the Deaf (RID) Code of Professional Conduct

The Registry of Interpreters for the Deaf, Inc. has set forth the following principles of ethical behavior to protect and guide interpreters and transliterators and hearing and deaf consumers. Underlying these principles is the desire to insure for all the right to communicate.

This Code of Professional Conduct applies to all members of the Registry of Interpreters for the Deaf, Inc. and to all certified non-members.

Tenets (updated 2008)

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

Educational Interpreter Roles and Responsibilities

1. The IEP team, not an individual EI/T, has the responsibility to determine any alternative modes of communication to be used in order to meet the needs of an individual student.
2. The EI/T will use an English-based system such as Signing Exact English System during subjects such as Reading, Writing, or English where the focus is learning to read and/or write English.
3. The EI/T will interpret any and all information presented in a classroom situation: formal instruction, individual instruction, informal social interaction between peers and conversation in classroom when appropriate.
4. The EI/T will voice interpret and relay information to non-signers.
5. The EI/T will rephrase information or simplify to aid understanding without providing the student with answers. If time does not permit during class time, the EI/T will inform the resource or deaf education teacher that extra help is needed and be willing to tutor if requested.
6. The EI/T will interpret at school functions during the school day.

7. The EI/T will tutor students when requested by deaf educators.
8. The EI/T will use any preparation time to prepare for future classes. It is the responsibility of the EI/T to know the assignments in advance so that any unknown vocabulary can be learned prior to class.
9. The EI/T will notify the deaf education teacher of tests, reviews, special assignments and any other concerns that impact the student's performance.
10. The EI/T will remain in the assigned classroom until the end of the class period, even when the student is doing independent seatwork. S/he should be available to interpret at all times.
11. Clarify routine points for the student, but do not assume the teacher's role. Repeat the interpretation of instruction only when it is needed, not routinely.
12. The EI/T will make sure students understand their interpreting, requesting feedback from the student as age or maturity allows. The EI/T will help the student develop their ability to provide appropriate feedback as a consumer of the service.
13. The EI/T will interpret all information presented in the class. Do not make indiscriminate decisions to leave out some class information.
14. The EI/T will use fingerspelling to convey key vocabulary, as method to emphasize a word/concept, and as a sign; do not invent signs without prior discussion with the student. The fingerspelling presentation must contain ***all*** the letters of the word and be presented

at a rate at which the student can receptively comprehend the word. EI/TVs need to be aware of the students' challenges with which they work. Some students may be poor spellers or have memory problems; therefore, reading a word sign may be more meaningful, faster, and provide a clearer message for students to key into than fingerspelling.

15. The EI/T will obtain information on the day's goals, tests, review, projects, extra credit work, special assignments, etc. for the deaf educator. Students are also responsible for all afore stated information.
16. The EI/T will refer any questions from parents regarding their child to the appropriate teacher(s). The EI/T ***will not*** discuss student's performance.
17. The EI/T will request to review student folders of those individuals for whom the EI/T will provide service. This review will help better prepare the EI/T to meet the language and learning demands of the students. This information may also be acquired from the deaf education teacher or the student's IEP case manager. All information learned during the review or conversation should be kept strictly confidential.
18. The EI/T will complete a sub folder. This folder should be prepared within the first week of school and be updated accordingly. These folders will be housed in the interpreter's desk/office or in the deaf education room. Sub folders should contain the following information and need to be kept up to date with schedule changes and appropriate forms:
 - Opening letter from director
 - Schedules
 - Positioning information
 - Equipment needs of students such as Alpha Smart, FM
 - Communication mode and other special information
 - Building map with key rooms/locations highlighted
 - Substitute Interpreter Time Sheet
 - Sub notes (use form appropriate for the grade level and class schedule)

Educational Interpreter Attendance

In order to ensure consistency and to maximize progress of the students who are deaf or hard of hearing, it is crucial for the EI/T to be at work. Punctuality is essential. If an absence from work is necessary, follow the procedures as outlined in the SLI Notebook.

Extra-Curricular Activities

Suburban Schools' Program offers many opportunities for extra-duty pay to interpreters. Extra-curricular activities include: sports, meetings, clubs, Open house, National Honor Society, parent conferences, etc. EI/T duty time is seven and one-half hours of which 30 minutes is a paid lunch, an additional benefit. Any activity outside of assigned duty time is considered extra-curricular and is done for extra pay. Overtime pay (time and one half) begins after you reach 40 hours in one week. The 40 hours does not include the paid lunch benefit but does include negotiated leaves.

The amount of time interpreted must be rounded to the nearest quarter hour. For example, if an activity runs ten minutes, the EI/T is to charge for fifteen. If the activity runs for 25 minutes, the EI/T is to charge for thirty minutes.

Please sign-up if you are interested in covering extra-curricular activities. The activities are posted via email to all the EI/T staff. Job assignments are based on order of interest. Any individual accepting an activity must locate his/her own substitute for the activity in the event of illness. Recurrent activities such as sport practices may be split between interpreters.

Mileage can be claimed for extra-curricular activities under certain circumstances. The mileage form can be found in Ralston's Cloud. See the section on mileage included in the forms section for details on completing the document. Conditions for mileage reimbursement for Extra-curricular activities:

- Mileage cannot be claimed for driving back to school for a club, sport, or evening activity (i.e., open house, parent-teacher conferences, etc.) in which you will be paid for your time. Example: drama rehearsal starts at 7:00 pm; the interpreter goes home between school and rehearsal—no mileage can be claimed.
- Mileage cannot be claimed for driving to a school or competition site for sports when the event occurs on the weekend such as practice or a meet/game.
- Interpreters are to facilitate communication with any non-signers (coach or fellow students), which include drive times to off-campus events. The only exception to this is when there is no room on the district vehicle for the interpreter. The program director must be notified of this situation prior to the event for approval to drive a personal vehicle and request reimbursement.

Educational Interpreter/Transliterater Performance Appraisals

Observations

The director will observe EI/Ts twice a year. Evaluations are also sent to the personnel office. This will provide for documentation of skills as well as professionalism. The director will complete the evaluation. Copies of the format are included so the EI/T can be aware of

expectations. A Ralston Public Schools' general evaluation of employee skills is also completed by the program director with input from the deaf educator.

Any areas deemed unsatisfactory or "in need of improvement" will be addressed initially through informal interventions between the interpreter and the Director. If performance is not improved in a stated period of time, the interpreter will be placed on formal intervention, which can lead to termination.

Continuing Education

The Nebraska Department of Education Rule 51 outlines the rules and regulations governing employment of EI/Ts in the state of Nebraska. The guidelines can be view at <http://www.nde.state.ne.us/SPED/sped.html>. It is under the Policy and Procedures section. To maintain employment in the state, educational interpreters will obtain 20 clock hours of educationally related continuing education every two years. The RID Code of Professional Conduct, tenet 7, also requires continued professional development.

APPENDIX E

Supplemental policies and procedures for Drivers

Dress Code

Drivers are expected to present a neat, clean, and professional appearance at all times. The following minimum Transportation Department dress code standards are based on professional image, safety, and health.

- a. Drivers will wear Transportation shirts provided by the district of them or Ralston shirts.
- b. Drivers will wear enclosed shoes. No open-toed shoes are allowed. Sandals and flip-flops are not safe in the event of a bus evacuation.

Minimum Acceptable Conduct

Driving school children is an awesome responsibility. Consequently, drivers are held accountable for the safety of their passengers. Ralston Public Schools drivers must be above reproach at all times. The following guidelines reflect the minimum acceptable standards of conduct and dress expected of all drivers while on duty.

- a. Smoking in or around any school district vehicle is prohibited.
- b. Eating or drinking on the bus while students are present or while the vehicle is in motion is prohibited.
- c. Drivers will not use inappropriate language or engage in inappropriate conversations while on duty and/or while on Ralston Public School property.
- d. Unauthorized connections of electronic equipment (i.e., radios, tape decks, CDs...) to any district vehicle is prohibited. Drivers must be able to hear sirens and train signals.
- e. The radio, if used, must be kept at a low volume to ensure the driver can hear sirens, train signals, and students. Stations must be approved by the Transportation director and cannot be talk radio due to potentially controversial topics.
- f. Inappropriate conduct or conversations with students is strictly prohibited. Inappropriate conversation or comments about students is strictly prohibited.
- g. Failure to wear seat belts in district vehicles.
- h. Regular and predictable attendance is a required condition for employment.
- i. While on duty, drivers should treat parents, community members, students, patrons, and all individuals in a respectful manner. Incidents involving dissatisfaction with Ralston's transportation department should be reported to the transportation supervisor immediately.

Termination and/or Suspension

Serious infraction, including but not limited to the following, may be cause for immediate termination and/or suspension:

- a. Being under the influence of drugs or alcohol
- b. Destruction of school property
- c. Failure to stop at railroad crossings
- d. Failure to report an accident involving a district vehicle
- e. Failure to report an accident involving a personal vehicle
- f. Carrying unauthorized passengers: In accordance with Nebraska Department of Education, Title 92, "No one except school personnel, supervisory personnel, monitoring personnel, and pupils assigned to a pupil transportation vehicle for a

particular route schedule or for an activity trip as defined in 92 NAC 92-002.02 , may ride such vehicles” Essentially, this rule means no one other than students, sponsors,

and chaperones may ride a school bus.

- g. Failure to pick up a student
- h. Leaving a student on the vehicle after returning to the Transportation Center or other final destination
- i. Unauthorized use of the district vehicles or using the vehicle for personal errands
- j. Failure to be punctual
- k. Deviating, without approval, from the assigned route unless there are unforeseen traffic circumstances
- l. Failure to pre-trip a vehicle properly. Arrive early enough to complete the pre-trip before leaving the lot. The time clock will show if you had time to do the pre-trip.
- m. Inappropriate language, comments, or touching towards students, staff, and/or other adults
- n. Tampering with any cameras and/or recording devices located inside the vehicle.

Basic Loading and Unloading Policies

Bus drivers should adhere to the following procedures:

- a. If a parent wishes to change a pick-up/drop-off time/location, advise them to contact the Coordinator of Transportation. Drivers are not authorized to make changes.
- b. When running more than 10 minutes late for the scheduled pick-up or drop-off, contact the Coordinator of Transportation who will pass on that information as appropriate.
- c. Pick-ups should be curbside at the student’s residence. If this is not possible, park the vehicle so the student does not have to walk on the roadway.
- d. If a student is not at the authorized stop at the scheduled time, drivers will wait 3 minutes and then leave. Call the Coordinator of Transportation at the soonest opportunity.
- e. Drivers are responsible for ensuring all students are properly seated on the bus with the appropriate restraint system secured, except if a parent/aide assisted/seated the child.
- f. After arriving at the school of attendance, drivers or the para are responsible for removing students from the seat and assisting students in leaving the vehicle, if needed.
- g. After all students have departed the vehicle, immediately check the vehicle for any students or items that may have been left behind.
- h. When drivers are given route changes, new student information, or when a student has been dropped from the route, all outdated information is to be shredded at the Central Office.
- i. If no one is at the student’s home or the student cannot enter their home at the end of the day, the driver will continue the route and then, return to the student’s home and call the Coordinator of Transportation. If after the second attempt, there is still no one at the home, then the student will be returned to school of attendance. If the child is an open enrolled student, call the Coordinator of Transportation.

Emergency Procedures

The following procedures will be used in the event of an accident involving a district vehicle, other emergencies, when experiencing mechanical problems, or during inclement weather.

Accidents (Vehicle contact with any moving or stationary object)

All accidents will be reported to the Coordinator of Transportation immediately. Drivers will call immediately, and drivers will initiate a 911 call if appropriate. The following procedures will be followed for all accidents.

- a. Stop the vehicle as soon as possible
- b. Drivers involved in an accident must take and maintain control of the situation. This is especially important when injuries are involved.
- c. Notify the Coordinator of Transportation of the situation. Give the following information:
 - Vehicle number
 - Location
 - Number of vehicles involved
 - Number of students on board and what school they are from
 - Number of injured
- d. Check for injuries and administer and/or direct first aid if required
- e. Evacuate passengers to a safe area if necessary
- f. Set up “breakdown” reflectors to protect accident scene and warn motorists
- g. Complete accident forms in driver route book
- h. Make no statements or comments to anyone other than law enforcement and/or district representatives

Mechanical Problems

If a non-safety mechanical problem arises while en-route, annotate the problem on the pre-trip vehicle inspection form. If unsure of the seriousness of the mechanical problem, contact the Coordinator of Transportation. If a safety related mechanical problem or a breakdown occurs, contact the Coordinator of Transportation and wait for further instructions.

Inclement Weather Procedures

Drivers will provide the Coordinator of Transportation and the Central Office with home phone numbers, addresses, and emergency contact phone numbers to facilitate contact in the event of inclement weather.

If weather is threatening during the day, drivers must provide the Coordinator of Transportation with a phone number (or some other piece contact information) in case of early dismissal.

If inclement weather occurs while en-route, the following procedures will be used:

- a. Contact the Coordinator of Transportation only when delayed more than 10 minutes or completely immobilized by weather or traffic
- b. In the case of disabled/immobilized vehicle, drivers will remain with the students to supervise and ensure their safety
- c. Students are to remain onboard a disabled/immobilized vehicle until an alternate vehicle has arrived, unless remaining on the vehicle creates a safety concern
- d. Under no circumstances will drivers release students without the permission of the Coordinator of Transportation
- e. Vehicle windows and roof hatches will be closed after the last daily run, and whenever there is the possibility of inclement weather
- f. During cold weather operations, all diesel vehicles will be plugged in at night.

- g. On mornings that are 20 degrees or below, the early start crew may start vehicles
- h. Drivers will not leave vehicles unattended while the engine is running at any time, including warm-up, except during the pre-trip inspection

Tornado/Severe Weather Procedures

A tornado watch indicates an area in which atmospheric conditions exist from which a tornado could develop.

A tornado warning is issued when a tornado has actually been sighted in the area or is indicated by radar.

The following procedures are designed to ensure the safety of passengers when the threat of or actual severe weather is experienced. Drivers must be familiar with these procedures and able to respond appropriately in the event of deteriorating weather conditions. Students are not to board a district vehicle while under a tornado warning.

Tornado Warning While on Route

Every situation involving a tornado/severe weather will be different. Drivers must always consider the following factors when dealing with a tornado warning/severe weather:

- a. ALWAYS maintain control of the situation and accountability of all passengers.
- b. Proceed immediately to the nearest safe location for evacuation. If there is immediate danger and no shelter is available, evacuate students from the vehicle and into the nearest ditch or culvert at least 100 feet away from the vehicle or any other vehicle.
- c. In most instances, the driver will be the last off the bus as they will direct the evacuation and ensure all passengers have exited the vehicle. There may be instances, however, that it would be more appropriate for the driver to be the first out of the vehicle in order to direct passengers to the appropriate safe location. In this case, drivers must assign a responsible passenger to assist in the evacuation by ensuring all passengers have exited the vehicle.
- d. Make certain all students go to the safe location and are accounted for.
- e. Drivers should make every effort to keep the Coordinator of Transportation apprised of the evacuation location to include the number of passengers onboard. Once the tornado warning has been lifted, drivers will advise Dispatch when they are 10-8 and reaffirm the number of passengers.
- f. Do not release passengers without the Coordinator of Transportation's permission.

APPENDIX F

Title IX

Nondiscrimination. The school district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates including in admission and employment. Inquiries about Title IX may be referred to the school district's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The school district's Title IX Coordinator may be contacted at Title IX Coordinator, 8545 Park Drive, Ralston, NE, or by email at ryan_pivonka@ralstonschools.org, or via phone at 402-331- 4700. The school district's nondiscrimination policy and grievance procedures are included this policy, or can be accessed at:

https://www.ralstonschools.org/site/handlers/filedownload.ashx?moduleinstanceid=1169&dataid=9780&FileName=3053_-_Nondiscrimination.pdf. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator.

Retaliation Prohibited. Retaliation, including peer retaliation, is prohibited in the school district's education program or activity. If the school district has information about conduct that reasonably may constitute retaliation under Title IX, it may be required to treat it as an allegation of sex discrimination. Upon receiving a complaint alleging retaliation, the school district will initiate its grievance procedures or informal resolution process.

Definitions. As used in this policy, the following terms are defined as follows:

Complainant means an employee, a student, or a parent, guardian, or other individual with the legal right to act on behalf of a complainant who is alleged to have been subjected to conduct that could constitute sex discrimination, including sex-based harassment; or any other person who may have been subjected to sex discrimination when that person was participating or attempting to participate in the school district's education program or activity.

Complaint means an oral or written request to the school district that objectively can be understood as a request for the school district to investigate and make a determination about alleged sex discrimination under Title IX.

Consent for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. School district officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

Respondent means a person who is alleged to have violated the school district's prohibition on sex discrimination. When a sex discrimination complaint alleges that the school district's policy or practice discriminates on the basis of sex, the school district is not considered a respondent.

Sex-based harassment prohibited by this part is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex that is:

Quid pro quo harassment. An employee, agent, or other person authorized by the school district to provide an aid, benefit, or service under the school district's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;

Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the school district's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- The degree to which the conduct affected the complainant's ability to access the school district's education program or activity;
- The type, frequency, and duration of the conduct;
- The parties' ages, roles within the school district's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
- The location of the conduct and the context in which the conduct occurred; and
- Other sex-based harassment in the school district's education program or activity.

Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

Sex Offenses, Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

- **Rape**—(Except Statutory Rape) Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, or by a sex-related object. This definition includes instances in which the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity (including due to the influence of drugs or alcohol) or because of age. Physical resistance is not required on the part of the victim to demonstrate lack of consent.
- **Criminal Sexual Contact**—The intentional touching of the clothed or unclothed body parts without consent of the victim for the purpose of sexual degradation, sexual gratification, or sexual humiliation. The forced touching by the victim of the actor's clothed or unclothed body parts, without consent of the victim for the purpose of sexual degradation, sexual gratification, or sexual humiliation. This offense includes instances where the victim is incapable of giving consent because of age or incapacity due to temporary or permanent mental or physical

impairment or intoxication for the purpose of sexual degradation, sexual gratification, or sexual humiliation.

Unlawful Sexual Intercourse

- Incest—Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
- Statutory Rape—Nonforcible sexual intercourse with a person who is under the statutory age of consent

Dating violence meaning violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length and type of relationship and the frequency of interaction between the persons involved in the relationship;

Domestic violence meaning felony or misdemeanor crimes committed by a person who:

- Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the school district, or a person similarly situated to a spouse of the victim;
- Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
- Shares a child in common with the victim; or
- Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction

Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.

Response to Sex-based Harassment.

All Employees. All school district employees must notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination, including sex-based harassment under Title IX.

Title IX Coordinator. The school district will designate and authorize at least one employee as the school district's "Title IX Coordinator," to coordinate the school district's efforts to comply with its responsibilities under Title IX and this policy. The superintendent or Title IX Coordinator is authorized to delegate specific duties to one or more designees.

For conduct that could constitute sex-based harassment, the Title IX Coordinator must take the following actions:

- Offer and coordinate supportive measures for the complainant and for the respondent;
- Notify the complainant or the individual who reported the conduct of the grievance procedures and, if appropriate, the informal resolution process.

- Take other appropriate steps to avoid the recurrence of sex discrimination and restore or maintain equal access to the school district's programs and activities.

Supportive Measures. The school district will provide supportive measures, as appropriate, in cases involving sex-based harassment. These measures may include but are not limited to: counseling; extending deadlines; increased supervision; no-contact directives; leaves of absence; changes in class, work, or activities, regardless of whether there is a comparable alternative; and training and education programs related to sex-based harassment. Supportive measures may be continued, modified, or discontinued at the conclusion of any grievance process. Supportive measures will not be disclosed to anyone other than the person to whom they apply and others, including school officials, who need to know the supportive measures to implement them.

Requests to Modify Supportive Measures. A complainant or respondent may request modification or reversal of the school district's decision to provide, deny, change, or terminate supportive measures applicable to them. Requests must be made to the Title IX Coordinator in writing, and an impartial individual will review the request.

Students with Disabilities. If the complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members of the student's IEP or Section 504 team to determine compliance with those laws while implementing supportive measures and all other requirements of this policy and Title IX.

Emergency Removal. The school district is authorized to remove a respondent from the school district's education program or activity on an emergency basis, provided that the school district undertakes an individualized safety and risk analysis; determines that an imminent and serious threat to the health or safety of a complainant or other persons arising from the allegations of sex discrimination justifies removal; and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

Administrative Leave. The school district is authorized to place an employee respondent on administrative leave from employment responsibilities during the pendency of the school district's grievance procedures.

Informal Resolution. The school district may offer an informal resolution process unless the complaint includes allegations that an employee engaged in sex-based harassment of a student or informal resolution would be contrary to law. Prior to initiating informal resolution, the parties will be provided with notice of the allegations. Participation in informal resolution is voluntary, and any informal resolution will include consent from the complainant and respondent, the ability to withdraw from the process, and the right to resume the grievance process. If an agreement is reached, it precludes the parties from initiating or resuming the grievance process.

The informal resolution facilitator will not be the same person as the investigator or the decisionmaker in the school district's grievance procedures. Potential terms that may be included in an informal resolution agreement include but are not limited to restrictions on contact, restrictions on participation in programs or activities, and disciplinary sanctions.

If informal resolution is offered, the school district will maintain all evidence gathered, communications about the informal resolution process, and the agreement reached. This information will be disclosed to outside individuals only as permitted by law and if required to

implement the requirements of the agreement or Title IX. If no agreement is reached, only relevant and permissible evidence received during the informal resolution process will be considered during the grievance process.

Grievance Procedures to Resolve Complaints of Sex Discrimination. Any person designated as Title IX Coordinator, investigator, or decision maker will not have a conflict of interest or bias for or against any party, generally or specifically. The decisionmaker may be the same person as the Title IX Coordinator or investigator.

Complaint. Complaints of sex-based harassment may only be made by a complainant; a parent, guardian, or other individual with the legal right to act on behalf of a complainant; or the Title IX Coordinator. Complaints of sex discrimination (excluding complaints of sex-based harassment) may be made by any person who was participating or attempting to participate in the school district's education program or activity at the time of the alleged sex discrimination.

Complaint by Coordinator. In the absence of a complaint made by any other individual, the Title IX Coordinator will determine whether to initiate a complaint of sex discrimination. The Title IX Coordinator must consider, at a minimum, the following factors:

- The complainant's request not to proceed with the initiation of a complaint;
- The complainant's reasonable safety concerns regarding the initiation of a Complaint;
- The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
- The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee of the school district;
- The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
- The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
- Whether the school district could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

If the Title IX Coordinator initiates a complaint, they will notify the complainant prior to doing so and address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures.

Consolidation of Complaints. The school district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references in this section to a party, complainant, or respondent include the plural, as applicable.

Basic Procedures. This grievance procedure is governed by the following basic requirements:

- A respondent is presumed not responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance procedure;
- The school district will treat the complainant and respondent equitably throughout the grievance process;
- The school district will take reasonable steps to protect the privacy of individuals participating in the grievance process in a manner that does not restrict the parties from obtaining and presenting evidence, speaking to witnesses, consulting with family members or advisors, or otherwise participating in the grievance process;
- The District will use the following timelines for each complaint, but the Title IX Coordinator or designee may extend them as needed:

Major Stage	Target Duration (calendar days)
Completion of the school district’s decision whether to dismiss or investigate a complaint of sex discrimination	1-15
Investigation	1-30
Determination	1-30
Appeal	1-20

Notice of Allegations. Upon initiation of the grievance procedure, the school district will provide notice of the allegations to the parties whose identities are known. The notice will include a copy of this policy; the parties involved in the incident(s); the conduct alleged to constitute sex discrimination; and the date(s) and location(s) of the alleged incident(s), if available. Retaliation is prohibited.

If the school district decides to investigate additional allegations of sex discrimination that are not included in the initial notice, the school district will provide notice of the additional allegations to the parties.

Complaint Investigation. The burden is on the school district to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The individual investigating and deciding the complaint will:

- Provide an equal opportunity for the parties to present fact witnesses and relevant and permissible evidence;
- Objectively review all evidence gathered through the investigation and determine what evidence is relevant and permissible;
- Provide each party with an accurate description of the relevant and permissible evidence, and upon request, copies of this evidence;
- Provide the parties a reasonable opportunity to respond to the evidence;
- Use a process that enables the decision maker to question parties and witnesses to adequately assess a party’s or witness’s credibility, but credibility will not be based upon any individual’s status as a complainant, respondent, or witness; and

- Take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. For purposes of this paragraph, disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Relevant and Permissible Evidence. The school district will consider relevant and permissible evidence. Relevant evidence is evidence related to the allegations of sex discrimination under investigation as part of the grievance procedure. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Generally relevant evidence is permissible, but does not include:

- Evidence that is protected under a privilege as recognized by Federal or State law;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional in connection with the provision of treatment to the party or witness unless the school district obtains that party's or witness's voluntary, written consent for use in this grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless that evidence is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sexbased harassment occurred.

Determining Whether Sex Discrimination Occurred. The school district will:

- Use the preponderance of the evidence standard of proof, that it is more likely than not, to determine whether sex discrimination occurred;
- Use only relevant and permissible evidence to reach a determination;
- Notify the parties in writing of the determination whether sex discrimination occurred, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;
- If there is a determination that sex discrimination occurred, coordinate and provide remedies to restore equal access, coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions, and require the Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur;
- Not discipline a party, witness, or others participating in a school district's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the school district's determination whether sex discrimination occurred.

Dismissal of a Complaint. A complaint of sex discrimination made through the grievance procedure may be dismissed for any of the following reasons:

- The school district is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the school district's education program or activity and is not employed by the school district;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the school district determines that without the complainant's withdrawn allegations, the remaining alleged conduct would not constitute sex discrimination even if proven;
- The school district determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint under this paragraph, the school district must make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the school district will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district must also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The school district will notify the complainant that a dismissal may be appealed and provide the complainant with an opportunity to appeal the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district must also notify the respondent that the dismissal may be appealed on the bases set out in this policy. Upon the dismissal of a complaint, at a minimum, the school district will:

- Offer supportive measures to the complainant, and offer supportive measures to the respondent if the respondent has been notified of the complaint;
- Require its Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school district's education program or activity.

Appeal. The school district will provide the parties the opportunity to appeal the decision-maker's written determination or a dismissal of a complaint, on the grounds identified below. The school district will implement appeal procedures equally for the parties, including a reasonable and equal opportunity to make a statement in support of or challenging the outcome being appealed. Appeals under Title IX, like other comparable proceedings, will be handled consistent with the school district's general complaint policy.

Time for Appeal. Appeals may only be initiated by submitting a written Notice of Appeal to the superintendent within three (3) calendar days of the party's receipt of (1) the written determination of whether sex discrimination occurred from which the appeal is taken, or (2) the written dismissal of the complaint from which the appeal is taken.

Notice of Appeal Filed By Party. The Notice of Appeal must include (a) the name of the party or parties appealing, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from the following subsection) upon which the appeal is based. A party's failure to timely submit a Notice of

Appeal will be deemed a waiver of the party's right to appeal under this policy and Title IX.

Appeals of Dismissals. If a dismissal is appealed, the school district will provide notice of the allegations to the complainant and respondent if not provided previously.

Appeal Decision. The decision maker for the appeal will be an individual who did not take part in the investigation, determination, and/or decision to dismiss the complaint. The appeal decision maker will notify the parties of the result of the appeal and the rationale for the result.

Disciplinary Sanctions and Remedies. If it is determined that sex-based harassment occurred, the school district may impose disciplinary sanctions that may include suspension, expulsion, mandatory reassignment, adverse employment action up to and including termination, or any other actions regarding student behavior that are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation.

Superintendent Authorized to Contract. The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the school district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

Recordkeeping. The school district will maintain the following documents for a period of at least seven years:

- For each complaint of sex discrimination, records documenting the informal resolution process or grievance procedures and the outcome.
- Records documenting the actions the school district took to meet its obligations under Title IX for any allegation of sex discrimination.
- All materials used to provide training as required by this policy. The school district will make these training materials available upon request for inspection by members of the public.

6007

Senior Recognition

The school district will recognize the outstanding academic achievement of its graduating seniors in the following manner:

Valedictorian

The student(s) ranked first in the District Class Rank System and the student(s) ranked first in the Mark Point Average Rank System will be recognized as valedictorians and invited to speak at commencement. If a valedictorian declines this opportunity, it will be extended to the next highest-ranking student in that system. If one student is ranked first in both systems, the second ranked student in the SCRS and the second ranked student in the ACRS will also be invited to speak at commencement.

Student Honors

Seniors will be awarded honor cords based on weighted grade point average: 4.0 to 4.19 = white honor cord, 4.20 to 4.39 = silver honor cord, and 4.40 and above = gold honor cord.

~~Students that provide 100 hours or more of Community Service will be recognized for Excellence.~~
Students earning one hundred or more hours of Community Service by April 15 of their final term will be recognized at graduation.

300 Club

Two hundred and forty credits are required to graduate. Graduates accumulating 300 or more credits will be recognized at graduation.

Academic Achievement Board

Students earning an ACT of 30 or higher, National Merit Finalist, Award Valedictorian or the Omaha World Herald academic Recognition will be honored on the academic achievement board.

Adopted on: July 9, 2018

Revised on: January 16, 2024

Reviewed on: January 22, 2024

Cooperative Programs and Services

The Ralston Board of Education supports cooperative efforts whenever possible with other local, state and regional entities in matters of common concern. Before joining any cooperative effort, the Ralston Board of Education will consider the best interests of the Ralston student population. The cost to the District of development and/or delivery of such cooperative efforts will be limited to a proportionate share. The Superintendent or designee will include in reports to the Board of Education an evaluation of current cooperative efforts. Programs, and the cost of the programs, that are authorized by the Learning Community of Douglas and Sarpy Counties, and involve Ralston Public School students or facilities, require approval by the Ralston Board of Education prior to implementation.

Adopted on: July 22, 2019

Revised on:

Reviewed on: February 12, 2024

2003

Development and Education of Board Members

1. New Board Member Orientation
 - a. All new board members are strongly encouraged to attend new board member training and workshops.
 - b. Sitting board members and the superintendent will assist each new member-elect to understand the board's functions, policies, and procedures before he or she takes office.
2. Ongoing Development and Education
 - a. Board members provide the most effective service to the district when they are continuously updated on educational and legal issues. Attendance at meetings directly or indirectly related to education or school matters is encouraged for the value they have to the school system and the professional growth of board members.
 - b. Board members are encouraged to engage in continuing education such as:
 - i. Participation in local, regional and state conferences and workshops such as meetings of the Nebraska Association of School Boards, the Nebraska Rural Community Schools Association, and the Nebraska Council of School Administrators.
 - ii. Participation in legislative sessions and related activities.
 - iii. Participation in national conventions such as the National School Boards Association and/or the American Association of School Administrators on a rotating basis among the members.
 - iv. Examination of other school facilities and their programs.

The superintendent shall notify board members of all relevant conferences and workshops, other local and regional meetings, and/or in-service activities.

Board members should refer to District Reimbursement Guidelines for reimbursement of expenses for attendance at continuing education and training.

Adopted on: July 25, 2016

Revised on:

Reviewed on: February 12, 2024

2012 Board Code of Ethics

The board recognizes that collectively and individually, all members of the board must adhere to an accepted code of ethics in order to improve public education. Board members must conduct themselves professionally and in a manner fitting of their position.

Each board member shall:

1. Attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
2. Endeavor to make policy decisions only after full discussion at publicly held board meetings;
3. Render all decisions based on the available facts and their independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Encourage the free expression of opinion by all board members, and seek systematic communication between the board and students, staff and all elements of the community;
5. Work with other board members to establish effective board policies and to delegate authority to the superintendent to administer the school district;
6. Communicate expressions of public reaction to the board policies and school program to other board members and the superintendent;
7. Learn about current educational issues by individual study and through participation in seminars and programs, such as those sponsored by the state and national school board associations;
8. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
9. Avoid being placed in a position of conflict of interest, and refrain from using the board member's position on the board for personal or political gain;
10. Refrain from discussing the confidential business of the board in any setting except a board meeting;
11. Refrain from micro-managing the affairs of the school district;
12. Recognize the superintendent as the executive officer of the board;
13. Work constructively and collegially with the other members of the board, students, staff and patrons.

14. Refer complaints to the superintendent or building principal, as appropriate;
15. Always be mindful their fiduciary obligation to the school district, including duties of loyalty and care, by placing the interests of the district above the board member's personal interests.
16. Remember that a board member's first and greatest concern must be the educational welfare of the students attending this district's schools.

Adopted on: July 25, 2016

Revised on: January 16, 2024

Reviewed on: January 22, 2024

6027

Field Trips

The board encourages instructional staff to incorporate field trips into the curriculum. These trips should normally be conducted during the school day.

1. General Conditions

All trips must be pre-approved by the teacher's building principal. Out-of-state and overnight trips require pre-approval by the board. The superintendent and principals will develop guidelines for approval of trips and communicate those guidelines to teaching staff.

2. Parental Permission

Each student must submit a signed parental permission slip prior to being allowed to attend a field trip. A new permission slip must be submitted for each trip. Caregivers, as that term is defined in the Nebraska Strengthening Families Act, shall be permitted to sign parental permission slips.

3. Supervision

Sponsoring teachers must ensure that students are adequately supervised and chaperoned by a responsible adult at all times during field trips. Whether paid staff or volunteers, chaperones are prohibited from drinking alcoholic beverages of any kind at any time during any field trip. All chaperones must be at least 21 years of age. Any chaperone who drives students must possess a valid driver's license. Chaperones who drive students in private vehicles must possess adequate insurance coverage. Chaperones do not have any property right in or to a chaperone assignment. The school district may deny or terminate a chaperone assignment for any reason that is not unconstitutional or unlawful. The superintendent's decision shall be final.

4. Student Conduct

Students must comply with the student code of conduct, any applicable extracurricular conduct codes, and all directives by trip chaperones.

Adopted on: July 9, 2018

Revised on:

Reviewed on: January 16, 2024

Bill Review Schedule for 2026

January 12

Samantha
Mary

February 9

Robin
Carrie

March 9

Liz
Katie

April 13

Mary
Robin

May 11

Carrie
Liz

June 8

Samantha
Mary

July 13

Katie
Robin

August 10

Samantha
Liz

September 14

Robin
Carrie

October 12

Liz
Katie

November 9

Mary
Samantha

December 14

Carrie
Katie