

Regular Monthly Meeting (MS)
Monday, June 8, 2026 7:00 PM

BOARDROOM @ LCC MIDDLE SCHOOL
203 S Main
Coleridge, NE 68727

Agenda

- I. CALL MEETING TO ORDER
- II. APPROVAL OF AGENDA AND CHANGES TO AGENDA
- III. CONSENT AGENDA
- IV. EXCUSE ABSENT BOARD MEMBERS
- V. PUBLIC COMMENT
- VI. INFORMATION AND PROPOSALS
 - VI.1. FACULTY AND STUDENT REPORT
 - VI.2. DIRECTOR OF ACTIVITIES & TRANSPORTATION REPORT
 - VI.3. PRINCIPALS' REPORTS
 - VI.4. SUPERINTENDENT'S REPORT
 - VI.5. BOARD COMMITTEE REPORTS
 - VI.5.1. POLICY COMMITTEE MEETING - JUNE 2, 2026
- VII. DISCUSSION ITEMS
 - VII.1. BOARD POLICY REVIEW CYCLE - 5000 SERIES (STUDENTS)
 - VII.2. EVALUATION FRAMEWORK UPDATE (PROGRAMS & FACILITIES)
- VIII. ACTION ITEMS
 - VIII.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO ANNUAL POLICY UPDATES
 - VIII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO GIRLS GOLF COOPERATIVE AGREEMENT
 - VIII.3. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO NEGOTIATED AGREEMENT SICK LEAVE BANK COMPENSATION
 - VIII.4. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO TECHNOLOGY SUPPORT SERVICE AGREEMENT WITH ESU #1
 - VIII.5. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO TEACHER CONTRACTS
 - VIII.6. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SCHOOL MEAL PRICES FOR 2026-2027
- IX. CORRESPONDENCE AND BOARD BULLETINS
- X. UPCOMING BOARD MEETINGS, COMMITTEE MEETINGS, AND WORKSHOPS
 - X.1. COMMITTEE MEETINGS TO BE SCHEDULED (POLICY; TRANSPORTATION, BUILDING & GROUNDS; COMMITTEE ON AMERICAN CIVICS)
 - X.2. ANNUAL SPECIAL HEARINGS - MONDAY, JULY 13, 2026 (7:00 PM - LAUREL PUBLIC LIBRARY BOARD ROOM/LAUREL)

X.3. COMMITTEE ON AMERICAN CIVICS MEETING - MONDAY, JULY
13, 2026 (7:15 PM - LAUREL PUBLIC LIBRARY BOARD
ROOM/LAUREL)

X.4. REGULAR BOARD OF EDUCATION MEETING - MONDAY, JULY
13, 2026 (7:20 PM - LAUREL PUBLIC LIBRARY BOARD
ROOM/LAUREL)

XI. ADJOURN

**Laurel-Concord-Coleridge School
District #54**

General Fund Local Tax Receipts from County Treasurers

MONTH	2019-20	%	MONTH	2020-21	%	MONTH	2021-22	%	MONTH	2022-23	%	MONTH	2023-24	%	MONTH	2024-25	%	MONTH	2025-26	%
September	\$1,025,064.25	17.39%	September	\$1,267,440.50	20.53%	September	\$1,316,943.83	20.22%	September	\$1,212,647.51	17.70%	September	\$1,377,030.70	20.79%	September	\$1,263,877.72	17.91%	September	\$851,531.43	11.61%
October	\$340,229.37	23.16%	October	\$267,036.63	24.86%	October	\$274,521.59	24.44%	October	\$326,676.74	22.47%	October	\$212,159.84	23.99%	October	\$403,165.75	23.62%	October	\$389,879.77	16.93%
November	\$67,225.53	24.30%	November	\$107,292.10	26.80%	November	\$50,377.32	25.21%	November	\$37,093.86	23.01%	November	\$83,790.06	25.25%	November	\$42,195.30	24.21%	November	\$50,048.37	17.61%
December	\$11,570.84	24.50%	December	\$11,181.75	26.78%	December	\$9,567.77	25.36%	December	\$14,660.24	23.23%	December	\$18,909.75	25.54%	December	\$5,887.76	24.30%	December	\$19,049.10	17.87%
January	\$955,391.96	40.71%	January	\$1,102,368.99	44.63%	January	\$1,478,946.16	48.07%	January	\$1,606,320.61	46.68%	January	\$1,326,410.86	45.56%	January	\$932,308.61	37.51%	January	\$841,010.82	29.34%
February	\$325,440.60	46.23%	February	\$303,631.95	49.55%	February	\$275,073.54	52.29%	February	\$173,100.02	49.20%	February	\$212,567.44	48.77%	February	\$191,750.25	40.22%	February	\$228,439.08	32.46%
March	\$94,744.09	47.84%	March	\$116,615.58	51.44%	March	\$102,118.58	53.86%	March	\$145,490.31	51.33%	March	\$114,857.70	50.50%	March	\$53,955.12	40.99%	March	\$86,600.01	33.64%
April	\$293,093.56	52.81%	April	\$307,474.39	56.42%	April	\$376,384.02	59.64%	April	\$350,242.48	56.44%	April	\$310,514.51	55.19%	April	\$226,302.02	44.19%	April	\$179,840.43	36.09%
Mav	\$1,558,392.28	79.25%	Mav	\$1,843,789.04	86.29%	Mav	\$1,733,363.02	86.25%	Mav	\$1,831,312.48	83.18%	Mav	\$1,939,467.72	84.46%	Mav	\$1,509,515.99	65.58%	Mav	\$1,475,274.30	56.22%
June	\$321,314.81	84.70%	June	\$175,315.55	89.13%	June	\$311,451.51	91.04%	June	\$370,144.70	88.58%	June	\$258,257.40	88.36%	June	\$199,209.50	68.40%	June		56.22%
July	\$22,776.64	85.09%	July	\$40,561.56	89.79%	July	\$19,427.41	91.33%	July	\$29,566.00	89.01%	July	\$40,730.96	88.98%	July	\$31,397.65	68.85%	July		56.22%
August	\$35,236.94	85.69%	August	\$31,145.75	90.29%	August	\$33,129.22	91.84%	August	\$32,985.32	89.49%	August	\$43,846.84	89.64%	August	\$26,918.68	69.23%	August		56.22%
Adjustment		85.69%	Adjustment		90.29%	Adjustment		91.84%	Adjustment		89.49%	Adjustment		89.64%	Adjustment		69.23%	Adjustment		56.22%
Total	\$5,050,480.87		Total	\$5,573,853.79		Total	\$5,981,303.97		Total	\$6,130,240.27		Total	\$5,938,543.78		Total	\$4,886,484.35		Total	\$4,121,673.31	
Budgeted	\$5,894,069.00		Budgeted	\$6,173,080.00		Budgeted	\$6,512,599.00		Budgeted	\$6,850,000.00		Budgeted	\$6,625,000.00		Budgeted	\$7,058,605.00		Budgeted	\$7,331,924.00	
over/under	(\$843,588.13)		over/under	(\$599,226.21)		over/under	(\$531,295.03)		over/under	(\$719,759.73)		over/under	(\$686,456.22)		over/under	(\$2,172,120.65)		over/under	(\$3,210,250.69)	

General Fund Expenditures

MONTH	2019-20	%	MONTH	2020-21	%	MONTH	2021-22	%	MONTH	2022-23	%	MONTH	2023-24	%	MONTH	2024-25	%	MONTH	2025-26	%
September	\$707,628.51	8.41%	September	\$746,449.58	8.67%	September	\$726,108.97	7.05%	September	\$843,013.71	8.02%	September	\$975,269.83	9.21%	September	\$1,001,176.78	9.41%	September	\$962,112.20	9.00%
October	\$730,251.14	17.10%	October	\$599,815.74	15.64%	October	\$782,381.18	14.65%	October	\$700,149.06	14.68%	October	\$796,362.90	16.73%	October	\$1,032,630.75	19.11%	October	\$814,653.23	16.62%
November	\$744,282.53	25.95%	November	\$669,115.03	23.42%	November	\$761,895.24	22.04%	November	\$817,968.94	22.46%	November	\$730,846.86	23.63%	November	\$756,832.64	26.22%	November	\$724,513.13	23.39%
December	\$622,766.74	33.35%	December	\$609,195.12	30.49%	December	\$725,284.02	29.09%	December	\$666,779.51	28.80%	December	\$799,262.02	31.18%	December	\$706,040.78	32.55%	December	\$820,349.65	31.07%
January	\$554,686.89	39.95%	January	\$575,402.26	37.18%	January	\$591,318.96	34.83%	January	\$673,716.31	35.21%	January	\$656,336.17	37.37%	January	\$825,573.75	40.61%	January	\$697,555.10	37.59%
February	\$679,048.37	48.02%	February	\$647,073.32	44.70%	February	\$678,884.50	41.42%	February	\$707,913.94	41.95%	February	\$781,177.25	44.75%	February	\$781,008.28	47.95%	February	\$754,714.05	44.65%
March	\$550,129.69	54.56%	March	\$629,563.71	52.01%	March	\$561,377.67	46.87%	March	\$588,417.50	47.55%	March	\$697,586.96	51.34%	March	\$681,419.17	54.35%	March	\$725,946.63	51.44%
April	\$832,492.26	64.46%	April	\$695,494.90	60.09%	April	\$642,188.70	53.11%	April	\$671,609.00	53.94%	April	\$851,254.57	59.37%	April	\$861,691.01	62.44%	April	\$676,337.48	57.76%
Mav	\$524,134.43	70.69%	Mav	\$585,344.98	66.90%	Mav	\$654,934.92	59.46%	Mav	\$738,326.94	60.96%	Mav	\$774,884.34	66.69%	Mav	\$717,138.02	69.18%	Mav	\$815,345.90	65.39%
June	\$632,978.93	78.22%	June	\$709,884.86	75.14%	June	\$691,562.05	66.18%	June	\$768,940.09	68.27%	June	\$764,684.10	73.91%	June	\$796,923.41	76.67%	June		65.39%
July	\$596,192.71	85.31%	July	\$668,214.85	82.91%	July	\$638,535.09	72.38%	July	\$659,578.02	74.55%	July	\$989,364.57	83.25%	July	\$896,838.23	85.10%	July		65.39%
August	\$634,969.51	92.86%	August	\$706,801.30	91.12%	August	\$635,707.67	78.55%	August	\$835,531.07	82.50%	August	\$701,509.46	89.88%	August	\$973,925.68	94.25%	August		65.39%
Adjustment		92.86%	Adjustment		91.12%	Adjustment		78.55%	Adjustment		82.50%	Adjustment		89.88%	Adjustment		94.25%	Adjustment		65.39%
Total Spent	\$7,809,561.71		Total Spent	\$7,842,355.65		Total Spent	\$8,090,178.97		Total Spent	\$8,671,934.09		Total Spent	\$9,518,539.03		Total Spent	\$10,031,198.50		Total Spent	\$6,991,527.37	
Budgeted	\$8,410,000.00		Budgeted	\$8,606,700.00		Budgeted	\$10,299,211.00		Budgeted	\$10,511,738.00		Budgeted	\$10,590,631.00		Budgeted	\$10,643,613.00		Budgeted	\$10,692,006.00	
over/under	(\$600,438.29)		over/under	(\$764,344.35)		over/under	(\$2,209,032.03)		over/under	(\$1,839,803.91)		over/under	(\$1,072,091.97)		over/under	(\$612,414.50)		over/under	(\$3,700,478.63)	

9000 program costs are not included in "Total spent" 9000 program costs are not included in "Total spent"

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Posted; Journal Code CD; Processing Month 06/2026

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Checking Account ID: 1

Check Type: Check

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112031	06/08/2026				ELANFINANC	ELAN FINANCIAL SERVICES	11,696.07
112032	06/08/2026				ABBUSINESS	A & B BUSINESS SOLUTIONS	6,463.37
112033	06/08/2026				ACT	ACT	17.50
112034	06/08/2026				AMAZCAPITA	AMAZON CAPITAL SERVICES	4,564.40
112035	06/08/2026				AMAZCAPITA	AMAZON CAPITAL SERVICES	1,756.67
112036	06/08/2026				ATT	AT&T	58.85
112037	06/08/2026				ATTMOBILIT	AT&T MOBILITY	647.12
112038	06/08/2026				BADLDIAN	DIANA BADLEY	18.00
112039	06/08/2026				BERMJEFF	JEFF BERMEL	1,310.11
112040	06/08/2026				BEYEPATR	Patricia Beyeler	139.20
112041	06/08/2026				BLACKHILLS	BLACK HILLS ENERGY	6,567.00
112042	06/08/2026				BLUECROSS	BLUE CROSS BLUE SHIELD OF NEBRASKA	2,143.03
112043	06/08/2026				BOYSKIMB	KIMBERLY BOYSEN	100.80
112044	06/08/2026				CAMPBELLSV	CAMPBELL SERVICE, LLC	220.00
112045	06/08/2026				CAMPMELI	MELISSA CAMPBELL	232.68
112046	06/08/2026				CARIINA	CARIINA	15,000.00
112047	06/08/2026				CEDARTRANS	CEDAR COUNTY TRANSIT	2,158.32
112048	06/08/2026				CEDARKNOX	CEDAR-KNOX PPD	7,618.52
112049	06/08/2026				CENGAG	CENGAGE LEARNING INC.	4,659.55
112050	06/08/2026				CHEMSEARCH	CHEMSEARCH	268.25
112051	06/08/2026				CHRIJERE	JEREMY CHRISTIANSEN	2,149.32
112052	06/08/2026				CITYLAUREL	CITY OF LAUREL	1,421.82
112053	06/08/2026				CLAUALLI	ALLISON CLAUSSEN	112.00
112054	06/08/2026				COLEDETAIL	JACKSON HALL	1,300.00
112055	06/08/2026				COMMONCURR	COMMON CURRICULUM	4,750.00
112056	06/08/2026				CREATDZYNE	JANET MACKLIN	186.00
112057	06/08/2026				JIMENEZD	JIMENEZ DAYANA	100.00
112058	06/08/2026				DUEREMIL	EMILY DUERST	78.30
112059	06/08/2026				ESU1	EDUCATIONAL SERVICE UNIT #1	50.00
112060	06/08/2026				EMPOWER	EMPOWER CONSULTING INC	388.00
112061	06/08/2026				EPCO	EPCO, LIMITED	688.00
112062	06/08/2026				FCCLA	FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA	240.00
112063	06/08/2026				FERNMAND	MANDI FERNAU	198.99
112064	06/08/2026				FUNKSHELL	SHELLENE FUNK	18.00
112065	06/08/2026				GENERALPC	GENERAL FUND PETTY CASH	3,694.72
112066	06/08/2026				GOPHER	GOPHER	2,484.20
112067	06/08/2026				GREIMEGA	MEGAN GREINER	84.10
112068	06/08/2026				H2O	H2O 4 U	137.50
112069	06/08/2026				HALLANGE	ANGELA HALL	18.00
112070	06/08/2026				HALLGAYL	GAYLENE HALLMAN	102.20
112071	06/08/2026				HANDSHEART	HANDS OF HEARTLAND	4,043.84
112072	06/08/2026				HANSSHAS	SHASTA HANS	60.90
112073	06/08/2026				HARTKERI	KERI HART	18.00
112074	06/08/2026				HEFNEROIL	HEFNER OIL & FEED CO. INC	4,539.68
112075	06/08/2026				INTERMEDIA	INTERMEDIA.NET, INC	83.19
112076	06/08/2026				BACKJENN	JENNIFER ISOM-BACKER	16.88
112077	06/08/2026				JAYMAR	JAYMAR	217.00
112078	06/08/2026				JOHNSONCON	JOHNSON CONTROLS	13,259.37
112079	06/08/2026				KESTJENN	JENNIFER KESTING	66.73
112080	06/08/2026				LCCACT	LAUREL-CONCORD-COLERIDGE ACTIVITY ACCT	13.00
112081	06/08/2026				LAURELHOME	LAUREL'S HOMETOWN MARKET	1,589.02
112082	06/08/2026				LAWYERMICH	MICHELLE LAWYER	36.00
112083	06/08/2026				LUNDJENN	JENNIFER LUNDAHL	1,200.60
112084	06/08/2026				LUNDSHER	SHERIE LUNDAHL	313.20
112085	06/08/2026				MATHESON	MATHESON TRI-GAS INC	352.09
112086	06/08/2026				MENARDSNOR	MENARDS - NORFOLK	37.85
112087	06/08/2026				MENARDSC	MENARD'S - SIOUX CITY	463.70

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User ID: MEGAN

Checking Account ID: 1

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
112088	06/08/2026				NALCD	NEBRASKA ALCD	50.00
112089	06/08/2026				NETA	NETA	747.00
112090	06/08/2026				NOECHALL	HALLIE NOECKER	182.74
112091	06/08/2026				NORDLAUR	LAURA NORDBY	684.45
112092	06/08/2026				NENEBRINS	NORTHEAST NEBRASKA INSURANCE	517.00
112093	06/08/2026				NNNEWS	NORTHEAST NEBRASKA NEWS COMPANY	1,207.67
112094	06/08/2026				NNTC	NORTHEAST NEBRASKA TELEPHONE CO.	298.45
112095	06/08/2026				PAPER101	PAPER101	3,873.94
112096	06/08/2026				PETEPAXT	PAXTON PETERS	102.54
112097	06/08/2026				POSTMASTER	POSTMASTER	162.00
112098	06/08/2026				POWERSCHOO	POWERSCHOOL GROUP, LLC	15,743.45
112099	06/08/2026				PROVIDENCE	PROVIDENCE MEDICAL CENTER	1,386.25
112100	06/08/2026				RAYSMIDBEL	RAY'S MID-BELL MUSIC, INC	585.78
112101	06/08/2026				SCHMITT	SCHMITT CONSTRUCTION	603.75
112102	06/08/2026				SCHOOLHEAL	SCHOOL HEALTH CORPORATION	141.42
112103	06/08/2026				SCOVLisa	LISA SCOVILLE	100.80
112104	06/08/2026				STAPLE	STAPLES BUSINESS ADVANTAGE	50.48
112105	06/08/2026				THOMPSON	THOMPSON	525.16
112106	06/08/2026				TMS	TIME MANAGEMENT SYSTEMS	425.00
112107	06/08/2026				USCELL	U.S. CELLULAR	76.50
112108	06/08/2026				SETTBRAN	BRANDI URWILER-SETTJE	515.54
112109	06/08/2026				VANMJENN	JENNIFER VAN METER	318.42
112110	06/08/2026				VERIZON	VERIZON	194.82
112111	06/08/2026				VILLAGECOL	VILLAGE OF COLERIDGE	111.20
112112	06/08/2026				WASTECONN	WASTE CONNECTIONS OF NEBRASKA, INC.	315.25
112113	06/08/2026				WAYNEHERAL	WAYNE HERALD	1,326.00
112114	06/08/2026				WIEBASHLEY	ASHLEY WIEBELHAUS	18.00
112115	06/08/2026				WOLFLISA	LISA WOLFGRAM	197.29
Check Type Total:		Check			Void Total:	0.00	Total without Voids: 140,612.54
Checking Account Total:		1			Void Total:	0.00	Total without Voids: 140,612.54

Checking Account ID: 2

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
563	06/08/2026				KCAV	KANSAS CITY AUDIO-VISUAL, INC.	35,923.02
Check Type Total:		Check			Void Total:	0.00	Total without Voids: 35,923.02
Checking Account Total:		2			Void Total:	0.00	Total without Voids: 35,923.02

Checking Account ID: 3

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
3082	06/08/2026				AMERICCLAIM	AMERIFLEX	4,582.10
Check Type Total:		Check			Void Total:	0.00	Total without Voids: 4,582.10
Checking Account Total:		3			Void Total:	0.00	Total without Voids: 4,582.10

Checking Account ID: 7

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
15	06/08/2026				BOKFINANCI	BOK FINANCIAL, NA	273,752.50
Check Type Total:		Check			Void Total:	0.00	Total without Voids: 273,752.50
Checking Account Total:		7			Void Total:	0.00	Total without Voids: 273,752.50
Grand Total:					Void Total:	0.00	Total without Voids: 454,870.16

Invoice Listing - Summary
JUNE 2026 CREDIT CARD PAYMENT

<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Check Date</u>	<u>Check Number</u>	<u>Invoice Amount</u>
ADOBE CREATIVE CLOUD/ACROPRO	05/12/2026	06/08/2026	112031	532.36
AMAZON.COM	05/19/2026	06/08/2026	112031	669.96
APPLE.COM	06/01/2026	06/08/2026	112031	14.82
BLOOM AND GRACE LLC	05/19/2026	06/08/2026	112031	179.98
BOAT HOUSE, THE	05/20/2026	06/08/2026	112031	1,750.00
CASEY'S	05/18/2026	06/08/2026	112031	228.19
CEDAR HILLS BAR AND GRILL	05/22/2026	06/08/2026	112031	75.00
CUBBY'S INC.	05/14/2026	06/08/2026	112031	124.59
DOLLAR GENERAL	05/13/2026	06/08/2026	112031	150.74
DOLLAR TREE	05/14/2026	06/08/2026	112031	37.48
ETSY.COM	05/18/2026	06/08/2026	112031	3.75
GOOSECHASE.COM	05/05/2026	06/08/2026	112031	101.97
HILTON OMAHA	05/28/2026	06/08/2026	112031	480.66
JIMMY JOHNS RESTAURANT	05/23/2026	06/08/2026	112031	13.04
K2 AWARDS	05/06/2026	06/08/2026	112031	266.27
LAUREL ACE HARDWARE	05/04/2026	06/08/2026	112031	65.44
MAIN STREET APOTHECARY	05/14/2026	06/08/2026	112031	25.00
MCDONALDS RESTAURANT	05/29/2026	06/08/2026	112031	8.87
MIGHTY CAMP	05/04/2026	06/08/2026	112031	75.78
MULHALLS NURSERY	05/17/2026	06/08/2026	112031	106.98
NAVIGATOR MOTORCOACHES, INC.	05/13/2026	06/08/2026	112031	1,571.44
NIELSENS COFFEE	05/04/2026	06/08/2026	112031	379.01
OPENAI.COM	05/27/2026	06/08/2026	112031	20.00
PIZZARANCH	05/14/2026	06/08/2026	112031	13.98
PUBLICRECORDS.US	05/28/2026	06/08/2026	112031	31.00
RATH'S MINI MART	06/01/2026	06/08/2026	112031	2,208.22
SAMS CLUB	05/10/2026	06/08/2026	112031	189.39
SOUTHWEST AIRLINES	05/14/2026	06/08/2026	112031	1,856.20
SUBWAY	06/01/2026	06/08/2026	112031	16.99
UNL CCFL - NEBRASKA YOUNG CHILD INSTITUT	05/14/2026	06/08/2026	112031	240.00
USPS	05/21/2026	06/08/2026	112031	211.60
WALMART.COM	05/10/2026	06/08/2026	112031	47.36
General Fund:				11,696.07

ACTIVITY FUND: 5116.47

2025-2026**LCC SCHOOL DISTRICT #54****FINANCIAL STATEMENT****June 8, 2026****Fund 01 GENERAL FUND CHECKING**

5/1/26 \$1,454,614.93

Receipts

Cedar County Local Taxes	\$1,154,506.30
Cedar County Motor Vehicle Taxes	\$25,510.86
Cedar County Fines/Licenses	\$1,656.96
Cedar County Homestead Exemption	\$6,464.79
Cedar County Carline Tax	\$377.83
Cedar County ProRate MV	\$5,556.41
Dixon County Local Taxes	\$267,904.04
Dixon County Motor Vehicle Taxes	\$5,497.25
Dixon County Fines/Licenses	\$83.41
Dixon County Homestead Exemption	\$1,539.01
Dixon County Nameplace Capacity	\$1,219.03
Dixon County Carline Tax	\$119.53
Dixon County State/School Tax Credit	\$281,632.95
Wayne County Local Taxes	\$52,863.96
Wayne County Fines/Licenses	\$11.48
Wayne County Homestead Exemption	\$152.72
Wayne County State/School Tax Credit	\$39,725.63
State Aid	\$64,545.00
State of Nebraska - SPED School Age	\$127,633.00
State of Nebraska - SPED School Age Transportation	\$12,373.00
State of Nebraska - MIPS	\$8,293.35
Randolph Public School - Interlocal Agreement	\$15,362.50
Preschool payments	\$1,810.83
LCC School Lunch Fund - May 2026 Payroll Reimbursement	\$22,475.58
LCC School Cooperative Fund - May 2026 Payroll Reimbursement	\$4,762.59
Miscellaneous receipts	\$19.34
Board member - insurance premium	\$2,143.03
Bank error	\$0.05
Interest earned	\$1,133.26
Total Receipts:	\$2,105,373.69

Disbursements

May Payroll (all funds)	\$625,115.75
May General Fund bills	\$219,600.03
RevTrak fee	\$11.37
Total Disbursements:	(\$844,727.15)

General Fund Checking Balance 5/31/2026

\$2,715,261.47

GENERAL FUND SAVINGS

Beginning Balance	\$709.82
Receipts: Interest earned	\$0.61
Disbursements:	\$0.00

Ending Savings Account Balance 5/31/2026

\$710.43

GENERAL FUND PETTY CASH

\$5,000.00

GENERAL FUND BALANCE 5/31/2026

\$2,720,971.90

JUNE PROJECTED PAYROLL

General Fund	\$627,299.08
Lunch Fund	\$16,720.69
Cooperative Fund	\$4,675.56

Total Payroll: \$648,695.33

JUNE PROJECTED BILLS

General Fund	\$140,612.54
Depreciation Fund	\$35,923.02
Employee Benefit Fund	\$4,582.10
Bond Fund	\$273,752.50
Special Building Fund - Original Account	\$0.00
Special Building Fund - Bond Account	\$0.00
Special Building Fund - Lease Purchase Account	\$0.00
QCPUF	\$0.00
Cooperative Fund	\$0.00
Student Fees Fund	\$0.00

Total Bills: \$454,870.16

Fund 02 DEPRECIATION FUND

Beginning Balance	\$17,990.11
Receipts: Interest earned	\$16.15
Disbursements:	

Ending Balance 5/31/2026

\$18,006.26

Fund 03 EMPLOYEE BENEFIT FUND

Beginning Balance	\$14,516.58
Receipts: Interest earned	\$0.28
Staff contributions to flex plans	\$5,760.47
Disbursements:	(\$5,193.04)

Ending Balance 5/31/2026

\$15,084.29

Fund 06 SCHOOL LUNCH/MILK FUND

Beginning Balance	\$21,084.69	
Receipts: Lunch/Milk/Reimbursement	\$20,102.42	
Interest earned	\$17.67	
Transfer from General Fund	\$25,000.00	
Disbursements: Food/Supplies/Equipment Purchases	(\$24,728.91)	
May 2026 Payroll	(\$22,475.58)	
Ending Balance 5/31/2026		\$19,000.29

Fund 07 BOND FUND

Beginning Balance	\$369,489.13	
Receipts: Cedar County Taxes	\$247,759.68	
Dixon County Taxes	\$72,575.37	
Wayne County Taxes	\$13,589.79	
Interest earned	\$320.25	
Disbursements:	\$0.00	
Ending Balance 5/31/2026		\$703,734.22

Fund 08 SPECIAL BUILDING FUND**SPECIAL BUILDING FUND - Original Account**

Beginning Balance	\$18,195.84	
Receipts: Interest earned	\$14.84	
Disbursements:	\$0.00	
Ending Balance 5/31/2026		\$18,210.68

SPECIAL BUILDING FUND - Bond Account

Beginning Balance	\$358.95	
Receipts: Interest earned	\$0.07	
Disbursements:	\$0.00	
Ending Balance 5/31/2026		\$359.02

SPECIAL BUILDING FUND - Lease-Purchase Account

Beginning Balance	\$555,406.28	
Receipts: Cedar County Taxes	\$200,951.34	
Dixon County Taxes	\$95,125.08	
Wayne County Taxes	\$15,971.15	
Interest earned	\$469.17	
Ending Balance 5/31/2026		\$867,923.02

SPECIAL BUILDING FUND TOTAL: **\$886,492.72**

Fund 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Beginning Balance	\$3,624.22	
Receipts: Cedar County Taxes	\$0.00	

Dixon County Taxes	\$5.67	
Wayne County Taxes	\$0.00	
Interest earned	\$2.91	
Disbursements:	\$0.00	
Ending Balance 5/31/2026	QCPUF TOTAL:	\$3,632.80

Fund 10 COOPERATIVE FUND

Beginning Balance	\$44,857.02	
Receipts: Interest earned	\$34.41	
Building Blocks	\$0.00	
Disbursements:		
May 2026 Payroll-LCC General Fund	(\$4,762.59)	
Building Blocks charges	\$0.00	
Ending Balance 5/31/2026		\$40,128.84

Fund 12 STUDENT FEE FUND

Beginning Balance	\$10,909.48	
Receipts: Interest earned	\$8.75	
Disbursements:	\$0.00	
Ending Balance 5/31/2026		\$10,918.23

LAUREL-CONCORD-COLERIDGE SCHOOL DISTRICT #54
BOARD OF EDUCATION
Regular Monthly Meeting
Monday, May 11, 2026, 7:00 p.m.
Boardroom @ LCC School, Laurel, NE 68745

Attendance taken at 7:00 p.m.

Garry Anderson: Present
Rich Brandow: Present
Carol Erwin: Present
Jon Graham: Present
Jay Hall: Present
Bryan Pippitt: Present
Grant Settje: Present
Present: 7. Absent: 0.

I. CALL MEETING TO ORDER

The regular meeting was convened at 7:00 p.m. on May 11, 2026 in the Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. The meeting notice was published in the May 6, 2026 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Said notice stated agenda is readily available for public inspection at the Superintendent's office during normal business hours. Board members were emailed notice. In addition to board members, the following were present: Superintendent Jeremy Christiansen, High School Principal Jennifer Van Meter, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting was duly called to order by President Hall at 7:00 p.m. Everyone joined in the pledge of allegiance to the flag. Attention was directed to a current copy of the Nebraska Open Meeting Act posted in the room.

II. APPROVAL OF AGENDA AND CHANGES TO AGENDA

Motion to approve the agenda as provided passed with a motion by Bryan Pippitt and a second by Grant Settje.

Anderson: Yea, Brandow: Yea, Erwin: Yea, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Yea
Yea: 7, Nay: 0.

III. CONSENT AGENDA

Motion to approve the consent agenda items including minutes of the April 13, 2026 regular board meeting; Treasurer reports; the General Fund bills in the amount of \$219,600.03; the Employee Benefit Fund bill in the amount of \$5,193.04; the April 2026 Activity Fund bills in the amount of \$52,344.57; and the projected payroll in the amount of \$625,115.75 passed with a motion by Grant Settje and a second by Jon Graham.

Anderson: Yea, Brandow: Yea, Erwin: Yea, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Yea

Yea: 7, Nay: 0.

IV. EXCUSE ABSENT BOARD MEMBERS

All Board members were present. No action was taken.

V. PUBLIC COMMENT

No member of the public signed in to address the Board.

VI. INFORMATION AND PROPOSALS

VI.1. DIRECTOR OF ACTIVITIES & TRANSPORTATION REPORT

Quin Conner shared his report with the Board. The boys golf team won the GNAC tournament at Atkinson, shooting a season low. The junior high boys track team earned runner-up at the GNAC conference meet. Summer weights will begin Monday, June 1st.

VI.2. PRINCIPALS' REPORTS

High School Principal Jennifer Van Meter shared her report with the Board. The parent advisory meeting was held in April, where they discussed end of year activities. May 19th will be the Academic Pep Rally and the last day of school.

Middle School Principal Mark Leonard shared his report with the Board. The eighth grade students went to the Missouri River Watershed Festival. The TeamMates chapter recently received a book vending machine, which is placed in the Middle School library.

Elementary Principal Keri Hart shared her report with the Board. Students set their testing growth goal for the MAP assessments, and they met their goal. We are down to just three students that are eligible for IRIPs for the Spring semester.

The written Principals' reports are available at the Office of the Superintendent.

VI.3. SUPERINTENDENT'S REPORT

Superintendent Christiansen shared his report with the Board. He provided personnel updates and gave an overview of the graduation ceremony.

VI.4. BOARD COMMITTEE REPORTS

VI.4.1. TRANSPORTATION, BUILDINGS, AND GROUNDS COMMITTEE MEETING –MAY 7, 2026

Grant Settje shared his report with the Board. The committee discussed various items, including track repair, stage project, asbestos concerns, and roof maintenance proposals.

VII. DISCUSSION ITEMS

VII.1. BOARD POLICY REVIEW CYCLE – 5000 SERIES (STUDENTS)

VII.2. EVALUATION FRAMEWORK (PROGRAMS & FACILITIES)

VIII. ACTION ITEMS

VIII.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO BOARD POLICIES (1040, 3540, 5601, 7050, AND 5209) ON SECOND READING.

Motion to approve the amendments to the following Board policies on Second Reading: #1040 – Annual Report; #3540 – Bidding Construction Projects; #5601 – Asthma, Anaphylaxis, and Allergic Reaction Protocol; and #7050 – Bids and Contracts passed with a motion by Bryan Pippitt and a second by Carol Erwin.

Anderson: Yea, Brandow: Yea, Erwin: Yea, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Yea

Yea: 7, Nay: 0.

Motion to approve Board policy #5209 – School Library Materials and Parent Access (New) on Second Reading passed with a motion by Grant Settje and a second by Bryan Pippitt.

Anderson: Yea, Brandow: Yea, Erwin: Yea, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Yea

Yea: 7, Nay: 0.

VIII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO CONTRACT RENEWALS FOR CERTIFICATED STAFF.

Motion to approve the 2026-2027 contract renewals for certificated staff as presented and recommended passed with a motion by Carol Erwin and a second by Rich Brandow.

Anderson: Yea, Brandow: Yea, Erwin: Yea, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Yea

Yea: 7, Nay: 0.

VIII.3. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO STAGE PROJECT PROPOSALS.

Motion to approve the Stage Project lighting proposal from Omaha Stage Equipment for the amount of \$56,479.73 passed with a motion by Rich Brandow and a second by Jon Graham.

Anderson: Yea, Brandow: Yea, Erwin: Yea, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Yea

Yea: 7, Nay: 0.

Motion to approve the Stage Project rigging and curtain proposal from Omaha Stage Equipment for the amount of \$39,255.10 passed with a motion by Grant Settje and a second by Rich Brandow.

Anderson: Yea, Brandow: Yea, Erwin: Yea, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Yea

Yea: 7, Nay: 0.

Motion to approve the Stage Project audio proposal from KCAV for the amount of \$71,845.92 passed with a motion by Jon Graham and a second by Bryan Pippitt.

Anderson: Yea, Brandow: Yea, Erwin: Yea, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Yea

Yea: 7, Nay: 0.

IX. CORRESPONDENCE AND BOARD BULLETINS

Updates from NRCSA and NASB were available for the Board's review.

X. UPCOMING BOARD MEETINGS, COMMITTEE MEETINGS, AND WORKSHOPS

X.1. SPECIAL BOARD MEETING- FRIDAY, MAY 29, 2026 (8:00 A.M. – LCC BOARD ROOM, LAUREL)

X.2. REGULAR BOARD OF EDUCATION MEETING- MONDAY, JUNE 8, 2026 (7:00 P.M. – LCC BOARD ROOM, COLERIDGE)

X.3. TRANSPORTATION, BUILDINGS, AND GROUNDS COMMITTEE MEETING- TUESDAY, MAY 19, 2026 (7:00 A.M. – ELEMENTARY CONFERENCE ROOM, LAUREL)

X.4. FINANCE COMMITTEE MEETING- TUESDAY, MAY 19, 2026 (8:00 A.M. – ELEMENTARY CONFERENCE ROOM, LAUREL)

X.5. POLICY COMMITTEE MEETING- TUESDAY, JUNE 7, 2026 (7:00 A.M. – ELEMENTARY CONFERENCE ROOM, LAUREL)

XI. ADJOURN

Meeting adjourned at 8:17 p.m.

Cedar County School District #54

Submitted by:

Megan Greiner
Recording Secretary

Attested by:

Grant Settje
Secretary of the Board

LAUREL-CONCORD-COLERIDGE SCHOOL DISTRICT #54
BOARD OF EDUCATION
Special Board Meeting
Friday, May 29, 2026, 8:00 a.m.
Boardroom @ LCC School, Laurel, NE 68745

Attendance taken at 8:00 a.m.

Garry Anderson: Absent (arrived at 8:03 a.m.)
Rich Brandow: Present
Carol Erwin: Present
Jon Graham: Present
Jay Hall: Present
Bryan Pippitt: Present
Grant Settje: Present
Present: 6. Absent: 1.

I. CALL MEETING TO ORDER

The special meeting was convened at 8:00 a.m. on May 29, 2026 in the Board Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. The meeting notice was published in the May 20, 2026 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Said notice stated agenda is readily available for public inspection at the Superintendent's office during normal business hours. Board members were emailed notice. In addition to board members, the following were present: Superintendent Jeremy Christiansen, High School Principal Jennifer Van Meter, and Director of Activities and Transportation Quin Conner. The special meeting was duly called to order by President Hall at 8:00 a.m. Everyone joined in the pledge of allegiance to the flag. Attention was directed to a current copy of the Nebraska Open Meeting Act posted in the room.

II. APPROVAL OF AGENDA AND CHANGES TO AGENDA

Motion to approve the agenda as provided passed with a motion by Bryan Pippitt and a second by Grant Settje.

Anderson: Absent, Brandow: Yea, Erwin: Yea, Graham: Yea, Hall: Yea, Pippitt: Yea,
Settje: Yea
Yea: 6, Nay: 0, Absent: 1.

III. EXCUSE ABSENT BOARD MEMBERS

Motion to approve the absence of Garry Anderson passed with a motion by Jon Graham and a second by Rich Brandow.

Anderson: Absent, Brandow: Yea, Erwin: Yea, Graham: Yea, Hall: Yea, Pippitt: Yea,
Settje: Yea
Yea: 6, Nay: 0, Absent: 1.
Garry arrived at 8:03 a.m., just after the motion passed.

IV. PUBLIC COMMENT

No member of the public signed in to address the Board.

V. INFORMATION AND PROPOSALS

V.1. BOARD COMMITTEE REPORTS

V.1.1. TRANSPORTATION, BUILDINGS, AND GROUNDS COMMITTEE MEETING – MAY 19, 2026

V.1.2. FINANCE COMMITTEE MEETING – MAY 19, 2026

VI. DISCUSSION ITEMS

Board members discussed proposals and options related to track and roof repair.

VII. ACTION ITEMS

VII.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO TRACK REPAIR.

Motion to approve the track repair proposal from Midwest Tennis and Track for \$129,990.00 passed with a motion by Grant Settje and a second by Rich Brandow.

Anderson: Yea, Brandow: Yea, Erwin: Yea, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Yea

Yea: 7, Nay: 0.

VII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO ROOF REPAIR.

No action was taken.

VIII. UPCOMING BOARD MEETINGS, COMMITTEE MEETINGS, AND WORKSHOPS

VIII.1. REGULAR BOARD OF EDUCATION MEETING- MONDAY, JUNE 8, 2026 (7:00 P.M. – LCC BOARD ROOM, COLERIDGE)

VIII.2. POLICY COMMITTEE MEETING- TUESDAY, JUNE 2, 2026 (7:00 A.M. – ELEMENTARY CONFERENCE ROOM, LAUREL)

IX. ADJOURN

Meeting adjourned at 8:26 p.m.

Cedar County School District #54

Submitted by:

Megan Greiner
Recording Secretary

Attested by:

Grant Settje
Secretary of the Board

Regular; Beginning Month 09/2025; Processing Month 05/2026; Fund Number 05

Fund: 05 ACTIVITIES FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
Current Assets					
05 101	CASH	80,880.09	250,174.68	325,298.60	5,756.17
	Total: Current Assets	80,880.09	250,174.68	325,298.60	5,756.17
Fund Balance					
05 704	FUND BALANCE	312,841.45	0.00	703.10	313,544.55
05 704 1008	ACTIVITY DIRECTOR ACCT.	(6,019.36)	328.35	120.00	(6,227.71)
05 704 1009	TRACK	1,342.51	0.00	318.75	1,661.26
05 704 1010	HIGH SCHOOL YEARBOOK	368.02	1,465.56	1,023.00	(74.54)
05 704 1015	MIDDLE SCHOOL YEARBOOK	(23.83)	0.00	0.00	(23.83)
05 704 1020	ART CLUB	5,603.18	40.00	400.00	5,963.18
05 704 1025	HIGH SCHOOL BAND	(4,774.59)	9,922.84	15,944.83	1,247.40
05 704 1034	CHEERLEADING	2,066.67	432.00	1,020.00	2,654.67
05 704 1035	HIGH SCHOOL DANCE	378.51	0.00	200.00	578.51
05 704 1040	CLASS OF 2028	407.48	0.00	400.00	807.48
05 704 1045	CLASS OF 2026	(265.03)	2,363.55	208.00	(2,420.58)
05 704 1050	CLASS OF 2027	(0.01)	120.15	1,548.00	1,427.84
05 704 1060	CLASS OF 2025	314.76	0.00	0.00	314.76
05 704 1065	CLASS OF 2020	257.94	0.00	0.00	257.94
05 704 1070	BOYS GOLF	1,244.36	0.00	300.00	1,544.36
05 704 1075	HIGH ABILITY LEARNERS	13,258.70	2,683.69	1,355.00	11,930.01
05 704 1080	CONCESSIONS	27,945.89	30,851.33	25,560.76	22,655.32
05 704 1085	MIDDLE SCHOOL STUDENT COUNCIL	4,343.71	9,344.34	9,280.52	4,279.89
05 704 1090	ELEMENTARY ACTIVITY FUND	335.14	896.00	956.00	395.14
05 704 1091	JUNIOR HIGH ACTIVITIES	0.00	231.86	1,104.98	873.12
05 704 1092	ELEMENTARY PBIS	(716.09)	0.00	0.00	(716.09)
05 704 1095	ELEMENTARY POP	3,188.15	0.00	0.00	3,188.15
05 704 1096	ELEMENTARY CIRCLE OF FRIENDS	0.00	969.97	2,062.88	1,092.91
05 704 1097	MIDDLE SCHOOL CIRCLE OF FRIENDS	0.00	181.00	0.00	(181.00)
05 704 1100	ELEMENTARY STUDENT COUNCIL	3,744.41	4,159.72	3,315.56	2,900.25
05 704 1101	PRESCHOOL ACTIVITIES	525.00	0.00	0.00	525.00
05 704 1102	DIGITAL MEDIA	2,064.70	0.00	400.00	2,464.70
05 704 1105	FBLA	38.61	8,336.48	9,092.95	795.08
05 704 1110	FCCLA	(5,539.12)	2,117.37	8,059.98	403.49
05 704 1115	FFA	12,674.82	31,098.23	42,234.70	23,811.29
05 704 1120	FACILITY USE	241.54	0.00	0.00	241.54
05 704 1124	COLERIDGE FITNESS CENTER	(9,797.42)	1,128.57	2,480.00	(8,445.99)
05 704 1125	LAUREL FITNESS CENTER	(19,052.89)	2,704.47	4,050.00	(17,707.36)
05 704 1126	MIDDLE SCHOOL PLAYGROUND	0.00	0.00	12,758.00	12,758.00
05 704 1130	MIDDLE SCHOOL FFA	713.63	0.00	0.00	713.63
05 704 1140	GENERAL ACTIVITIES	(299,716.39)	105,743.73	44,671.16	(360,788.96)
05 704 1145	INDUSTRIAL ARTS	(19,220.07)	6,427.03	1,875.00	(23,772.10)
05 704 1151	HOMECOMING	(6,001.60)	2,689.84	750.00	(7,941.44)
05 704 1152	PROM	(9,655.32)	2,410.04	0.00	(12,065.36)
05 704 1155	LEO	557.44	0.00	0.00	557.44
05 704 1156	MIDDLE SCHOOL PBIS	(1,396.85)	115.37	0.00	(1,512.22)
05 704 1160	LIBRARY	6,497.45	0.00	0.00	6,497.45
05 704 1161	MAKERSPACE	2,995.54	2,960.92	2,507.99	2,542.61
05 704 1163	MATH CLUB	1,056.05	26.22	0.00	1,029.83
05 704 1165	MISCELLANEOUS ACCOUNT	16,928.04	2,163.97	3,352.01	18,116.08
05 704 1170	NATIONAL HONOR SOCIETY	1,286.27	888.00	800.00	1,198.27
05 704 1175	FOOTBALL	224.11	1,469.26	2,300.00	1,054.85
05 704 1180	CROSS COUNTRY	2,794.80	1,807.79	3,285.84	4,272.85
05 704 1185	GIRLS GOLF	1,161.44	174.25	0.00	987.19

Regular; Beginning Month 09/2025; Processing Month 05/2026; Fund Number 05

Fund: 05 ACTIVITIES FUND		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
05 704 1190	QUIZ BOWL	(293.82)	96.98	0.00	(390.80)
05 704 1195	HIGH SCHOOL SCIENCE CLUB	12,557.20	285.50	0.00	12,271.70
05 704 1200	SPANISH CLUB	113.80	168.00	260.01	205.81
05 704 1205	ONE ACTS	3,763.34	2,001.00	2,901.00	4,663.34
05 704 1210	SPEECH	1,096.87	379.12	400.00	1,117.75
05 704 1215	HIGH SCHOOL STUDENT COUNCIL	1,101.36	0.00	0.00	1,101.36
05 704 1220	FCA	489.81	88.34	400.00	801.47
05 704 1225	SKILLS USA	(40,740.19)	8,148.94	2,825.00	(46,064.13)
05 704 1230	VOCAL MUSIC	39.77	2,790.51	1,553.00	(1,197.74)
05 704 1235	VOLLEYBALL	(79.26)	2,674.93	4,186.00	1,431.81
05 704 1240	GIRLS BASKETBALL	1,807.55	1,205.00	400.00	1,002.55
05 704 1245	BOYS BASKETBALL	1,253.68	3,243.64	6,372.05	4,382.09
05 704 1250	WRESTLING	727.01	0.00	0.00	727.01
05 704 1255	E-SPORTS	(7,165.05)	1,212.13	534.19	(7,842.99)
05 704 1260	SCHOOL PICTURES	3,213.75	0.00	0.00	3,213.75
05 704 1305	AGRICULTURAL FOUNDATION SCHOLARSHIP	2,614.36	0.00	0.00	2,614.36
05 704 1310	COLLEGE ACCESS GRANT	(251.72)	450.00	0.00	(701.72)
05 704 1320	STUDENT BOARD MEMBER SCHOLARSHIP	(1,500.00)	0.00	0.00	(1,500.00)
05 704 1400	EDUCATION QUEST FOUNDATION	4,250.00	0.00	0.00	4,250.00
05 704 1500	SECURITY BANK SPONSORSHIP	50,733.54	47,867.45	15,000.00	17,866.09
05 704 1550	CLOVER	(8,573.66)	1,672.49	255.20	(9,990.95)
05 704 1600	VIDEO BOARD	2,500.00	0.00	0.00	2,500.00
05 704 1705	GREENHOUSE	0.00	3,548.90	11,399.20	7,850.30
05 704 1710	BELL PLAZA	8,000.00	0.00	0.00	8,000.00
05 704 1720	PICKLEBALL COURT	0.00	13,963.75	0.00	(13,963.75)
Total: Fund Balance		80,880.09	326,048.58	250,924.66	5,756.17
Revenue					
05 1510 0000	INTEREST ON INVESTMENTS	0.00	0.00	650.77	650.77
05 1790 1009	TRACK	0.00	0.00	318.75	318.75
05 1790 1010	HIGH SCHOOL YEARBOOK	0.00	0.00	1,023.00	1,023.00
05 1790 1020	ART CLUB	0.00	0.00	400.00	400.00
05 1790 1025	HIGH SCHOOL BAND	0.00	0.00	15,944.83	15,944.83
05 1790 1034	CHEERLEADING	0.00	0.00	1,020.00	1,020.00
05 1790 1040	CLASS OF 2028	0.00	0.00	400.00	400.00
05 1790 1045	CLASS OF 2026	0.00	0.00	208.00	208.00
05 1790 1050	CLASS OF 2027	0.00	0.00	1,548.00	1,548.00
05 1790 1070	BOYS GOLF	0.00	0.00	300.00	300.00
05 1790 1075	HIGH ABILITY LEARNERS	0.00	238.04	1,195.00	956.96
05 1790 1080	CONCESSIONS	0.00	532.89	24,966.07	24,433.18
05 1790 1085	MIDDLE SCHOOL STUDENT COUNCIL	0.00	0.00	8,534.32	8,534.32
05 1790 1090	ELEMENTARY ACTIVITY FUND	0.00	45.00	956.00	911.00
05 1790 1091	JUNIOR HIGH ACTIVITIES	0.00	0.00	1,104.98	1,104.98
05 1790 1096	ELEMENTARY CIRCLE OF FRIENDS	0.00	0.00	2,062.88	2,062.88
05 1790 1100	ELEMENTARY STUDENT COUNCIL	0.00	0.00	3,207.62	3,207.62
05 1790 1102	DIGITAL MEDIA	0.00	0.00	400.00	400.00
05 1790 1105	FBLA	0.00	1,143.30	9,092.95	7,949.65
05 1790 1110	FCCLA	0.00	0.00	8,059.98	8,059.98
05 1790 1115	FFA	0.00	0.00	42,137.38	42,137.38
05 1790 1124	COLERIDGE FITNESS CENTER	0.00	0.00	2,480.00	2,480.00
05 1790 1125	LAUREL FITNESS CENTER	0.00	0.00	4,050.00	4,050.00
05 1790 1126	MIDDLE SCHOOL PLAYGROUND	0.00	0.00	12,758.00	12,758.00
05 1790 1140	GENERAL ACTIVITIES	0.00	0.00	40,848.63	40,848.63
05 1790 1145	INDUSTRIAL ARTS	0.00	0.00	1,875.00	1,875.00

Regular; Beginning Month 09/2025; Processing Month 05/2026; Fund Number 05

Fund: 05 ACTIVITIES FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
05 1790 1151	HOMECOMING	0.00	0.00	750.00	750.00
05 1790 1156	MIDDLE SCHOOL PBIS	0.00	20.30	0.00	(20.30)
05 1790 1161	MAKERSPACE	0.00	10.64	2,406.11	2,395.47
05 1790 1165	MISCELLANEOUS ACCOUNT	0.00	0.00	3,332.02	3,332.02
05 1790 1170	NATIONAL HONOR SOCIETY	0.00	0.00	800.00	800.00
05 1790 1175	FOOTBALL	0.00	325.05	2,300.00	1,974.95
05 1790 1180	CROSS COUNTRY	0.00	0.00	3,285.84	3,285.84
05 1790 1200	SPANISH CLUB	0.00	0.00	260.01	260.01
05 1790 1205	ONE ACTS	0.00	0.00	2,901.00	2,901.00
05 1790 1210	SPEECH	0.00	0.00	400.00	400.00
05 1790 1220	FCA	0.00	0.00	400.00	400.00
05 1790 1225	SKILLS USA	0.00	0.00	2,825.00	2,825.00
05 1790 1230	VOCAL MUSIC	0.00	0.00	1,553.00	1,553.00
05 1790 1235	VOLLEYBALL	0.00	379.93	4,186.00	3,806.07
05 1790 1240	GIRLS BASKETBALL	0.00	0.00	400.00	400.00
05 1790 1245	BOYS BASKETBALL	0.00	0.00	6,372.05	6,372.05
05 1790 1255	E-SPORTS	0.00	0.00	534.19	534.19
05 1790 1500	SECURITY BANK SPONSORSHIP	0.00	0.00	15,000.00	15,000.00
05 1790 1705	GREENHOUSE	0.00	0.00	11,399.20	11,399.20
05 1990 0000	OTHER MISCELLANEOUS LOCAL RECEIPTS	0.00	0.00	52.33	52.33
Total: Revenue		0.00	2,695.15	244,698.91	242,003.76

Expenditure

05 2900 610 0 000 008	ACTIVITY DIRECTOR ACCOUNT	0.00	328.35	120.00	208.35
05 2900 610 0 000 020	ART CLUB	0.00	40.00	0.00	40.00
05 2900 610 0 000 075	HIGH ABILITY LEARNERS	0.00	2,445.65	160.00	2,285.65
05 2900 610 0 000 124	COLERIDGE FITNESS CENTER	0.00	1,128.57	0.00	1,128.57
05 2900 610 0 000 125	LAUREL FITNESS CENTER	0.00	2,704.47	0.00	2,704.47
05 2900 610 0 000 165	MISCELLANEOUS ACCOUNT	0.00	2,163.97	19.99	2,143.98
05 2900 610 0 000 175	FOOTBALL	0.00	1,144.21	0.00	1,144.21
05 2900 610 0 000 180	CROSS COUNTRY	0.00	1,807.79	0.00	1,807.79
05 2900 610 0 000 185	GIRLS GOLF	0.00	174.25	0.00	174.25
05 2900 610 0 000 230	VOCAL MUSIC	0.00	2,790.51	0.00	2,790.51
05 2900 610 0 000 235	VOLLEYBALL	0.00	2,295.00	0.00	2,295.00
05 2900 610 0 000 240	GIRLS BASKETBALL	0.00	1,205.00	0.00	1,205.00
05 2900 610 0 000 245	BOYS BASKETBALL	0.00	3,243.64	0.00	3,243.64
05 2900 610 0 000 500	SECURITY BANK SPONSORSHIP	0.00	47,867.45	0.00	47,867.45
05 2900 610 0 000 550	CLOVER	0.00	1,672.49	255.20	1,417.29
05 2900 610 0 000 705	GREENHOUSE	0.00	3,548.90	0.00	3,548.90
05 2900 610 0 000 720	PICKLEBALL COURT	0.00	13,963.75	0.00	13,963.75
05 2900 610 1 000 010	HIGH SCHOOL YEARBOOK	0.00	1,465.56	0.00	1,465.56
05 2900 610 1 000 025	HIGH SCHOOL BAND	0.00	9,922.84	0.00	9,922.84
05 2900 610 1 000 034	CHEERLEADING	0.00	432.00	0.00	432.00
05 2900 610 1 000 035	HIGH SCHOOL DANCE	0.00	0.00	200.00	(200.00)
05 2900 610 1 000 045	CLASS OF 2026	0.00	2,363.55	0.00	2,363.55
05 2900 610 1 000 050	CLASS OF 2027	0.00	120.15	0.00	120.15
05 2900 610 1 000 080	CONCESSIONS	0.00	30,318.44	594.69	29,723.75
05 2900 610 1 000 105	FBLA	0.00	7,193.18	0.00	7,193.18
05 2900 610 1 000 110	FCCLA	0.00	2,117.37	0.00	2,117.37
05 2900 610 1 000 115	FFA	0.00	31,098.23	97.32	31,000.91
05 2900 610 1 000 140	GENERAL ACTIVITIES	0.00	105,743.73	3,822.53	101,921.20
05 2900 610 1 000 145	INDUSTRIAL ARTS	0.00	6,427.03	0.00	6,427.03
05 2900 610 1 000 151	HOMECOMING	0.00	2,689.84	0.00	2,689.84
05 2900 610 1 000 152	PROM	0.00	2,410.04	0.00	2,410.04

Regular; Beginning Month 09/2025; Processing Month 05/2026; Fund Number 05

Fund: 05 ACTIVITIES FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
05 2900 610 1 000 163	MATH CLUB	0.00	26.22	0.00	26.22
05 2900 610 1 000 170	NATIONAL HONOR SOCIETY	0.00	888.00	0.00	888.00
05 2900 610 1 000 190	QUIZ BOWL	0.00	96.98	0.00	96.98
05 2900 610 1 000 195	HIGH SCHOOL SCIENCE CLUB	0.00	285.50	0.00	285.50
05 2900 610 1 000 200	SPANISH CLUB	0.00	168.00	0.00	168.00
05 2900 610 1 000 205	ONE ACTS	0.00	2,001.00	0.00	2,001.00
05 2900 610 1 000 210	SPEECH	0.00	379.12	0.00	379.12
05 2900 610 1 000 220	FCA	0.00	88.34	0.00	88.34
05 2900 610 1 000 225	SKILLS USA	0.00	8,148.94	0.00	8,148.94
05 2900 610 1 000 255	E-SPORTS	0.00	1,212.13	0.00	1,212.13
05 2900 610 1 000 310	COLLEGE ACCESS GRANT	0.00	450.00	0.00	450.00
05 2900 610 2 000 090	ELEMENTARY ACTIVITY FUND	0.00	851.00	0.00	851.00
05 2900 610 2 000 096	ELEMENTARY CIRCLE OF FRIENDS	0.00	969.97	0.00	969.97
05 2900 610 2 000 100	ELEMENTARY STUDENT COUNCIL	0.00	4,159.72	107.94	4,051.78
05 2900 610 3 000 085	MIDDLE SCHOOL STUDENT COUNCIL	0.00	9,344.34	746.20	8,598.14
05 2900 610 3 000 091	JUNIOR HIGH ACTIVITIES	0.00	231.86	0.00	231.86
05 2900 610 3 000 097	MIDDLE SCHOOL CIRCLE OF FRIENDS	0.00	181.00	0.00	181.00
05 2900 610 3 000 156	MIDDLE SCHOOL PBIS	0.00	95.07	0.00	95.07
05 2900 610 3 000 161	MAKERSPACE	0.00	2,950.28	101.88	2,848.40
Total:	Expenditure	0.00	323,353.43	6,225.75	317,127.68
Total:	05	161,760.18	902,271.84	827,147.92	570,643.78

06/05/2026 2:05 PM

Posted; Batch Description 5 Records Selected; Journal Code CD; Processing Month
05/2026

User ID: MEGAN

Checking Account ID: 5

Check Type: Check

<u>Check Number</u>	<u>Check Date</u>	<u>Cleared</u>	<u>Void</u>	<u>Void Date</u>	<u>Entity ID</u>	<u>Entity Name</u>	<u>Amount</u>
11618	05/13/2026	X			AMAZCAPITA	AMAZON CAPITAL SERVICES	197.92
11619	05/13/2026	X			BARNHI	BARNHILL PIANO SERVICE	450.00
11620	05/13/2026	X			CARHARTWAY	CARHART LUMBER CO-WAYNE	195.57
11621	05/13/2026				CVCC	CEDAR VIEW COUNTRY CLUB	298.00
11622	05/13/2026	X			CLASSSPORTS	CLASSIC SPORTSWEAR & AWARDS	328.87
11623	05/13/2026	X			CLAUALLI	ALLISON CLAUSSEN	38.53
11624	05/13/2026	X			CUBBYS	CUBBY'S INC.	186.89
11625	05/13/2026	X			DIST111MUS	DISTRICT 111	322.00
11626	05/13/2026	X			ELANFINANC	ELAN FINANCIAL SERVICES	4,751.74
11627	05/13/2026	X			ELANFINANC	ELAN FINANCIAL SERVICES	5,699.21
11628	05/13/2026	X			EMBASS	EMBASSY SUITES OF LINCOLN	7,512.00
11629	05/13/2026	X			FERRISKARL	KARLI FERRIS	25.00
11630	05/13/2026				GARCIADARL	DARLY GARCIA-PEREZ	25.00
11631	05/13/2026				GOULDDANIC	DANICA GOULD	25.00
11632	05/13/2026	X			GRAFMEI	MELISSA GRAF	107.70
11633	05/13/2026	X			HALLKENNED	KENNEDY HALL	25.00
11634	05/13/2026				HARTINGTON	HARTINGTON-NEWCASTLE PUBLIC SCHOOLS	100.00
11635	05/13/2026	X			HOEPPNERAD	ADDY HOEPPNER	25.00
11636	05/13/2026	X			HOMEKEARNE	HOME2 SUITES BY HILTON	1,819.30
11637	05/13/2026	X			HUMMERTINT	HUMMERT INTERNATIONAL	93.00
11638	05/13/2026	X			IWET	I WET MY PLANTS	599.00
11639	05/13/2026				KOCHKASSID	KASSIDY KOCH	25.00
11640	05/13/2026				KOCKSTELLA	STELLA KOCK	25.00
11641	05/13/2026	X			LAURELHOME	LAUREL'S HOMETOWN MARKET	2,113.92
11642	05/13/2026	X			MUNTERDILL	DILLON MUNTER	25.00
11643	05/13/2026	X			NEBRASKFFA	NEBRASKA FFA	835.00
11644	05/13/2026				NSAA	NEBRASKA SCHOOL ACTIVITIES ASSOCIATION	1,385.00
11645	05/13/2026	X			PATEHOLL	HOLLY PATEFIELD	25.00
11646	05/13/2026	X			RANDOLPHSC	RANDOLPH PUBLIC SCHOOLS	100.00
11647	05/13/2026				RASMUSEMI	EMILY RASMUSSEN	25.00
11648	05/13/2026	X			RECOBSAMTY	SAMANTHA TYLER RECOB	25.00
11649	05/13/2026	X			ROGUE	ROGUE FITNESS	1,561.42
11650	05/13/2026				SETTJEKOLT	KOLTEN SETTJE	25.00
11651	05/13/2026	X			SMOKINTS	SMOKIN' T'S CATERING	934.00
11652	05/13/2026	X			STANLBRYN	BRYNLEE STANLEY	25.00
11653	05/13/2026				TASLERKATE	KATE TASLER	25.00
11654	05/13/2026	X			WAKEFI	WAKEFIELD COMMUNITY SCHOOL	105.00
11655	05/13/2026	X			WAYNECOMMU	WAYNE COMMUNITY SCHOOLS	110.00
11656	05/13/2026	X			WAYGRE	THE WAYNE GREENHOUSE	12.75
11657	05/13/2026	X			WILDLIFE	WILDLIFE ENCOUNTERS	995.00
11658	05/14/2026	X			BEYEPATR	Patricia Beyeler	400.00
11659	05/14/2026	X			CHESTERMAN	CHESTERMAN COMPANY	3,920.28
11660	05/14/2026	X			LAURELHOME	LAUREL'S HOMETOWN MARKET	108.70
11661	05/14/2026				OMASTA	OMAHA STAGE EQUIPMENT INC	19,627.56
11662	05/14/2026				OMASTA	OMAHA STAGE EQUIPMENT INC	28,239.89
11663	05/18/2026	X			AMAZCAPITA	AMAZON CAPITAL SERVICES	224.98
11664	05/18/2026				BATTLECREE	BATTLE CREEK HIGH SCHOOL	50.00
11665	05/18/2026	X			CITYLAUREL	CITY OF LAUREL	1,802.82
11666	05/18/2026	X			SMOKINTS	SMOKIN' T'S CATERING	355.00
11667	05/28/2026				DENNISN	NICOLE DENNIS	1,980.00
11668	05/28/2026				AMAZCAPITA	AMAZON CAPITAL SERVICES	91.36
11669	05/28/2026	X			CLOVER	CLOVER	357.70
11670	05/28/2026				CREATDZYNE	JANET MACKLIN	219.00
11671	05/28/2026				HEALY	HEALY AWARDS, INC.	17.72
11672	05/28/2026				KESTJENN	JENNIFER KESTING	66.96
11673	05/28/2026				LAURELACE	LAUREL ACE HARDWARE	35.00
11674	05/28/2026	X			REVTRAK	REVTRAK	10.24

Checking Account ID: 5

Check Type: Check

<u>Check Number</u>	<u>Check Date</u>	<u>Cleared</u>	<u>Void</u>	<u>Void Date</u>	<u>Entity ID</u>	<u>Entity Name</u>	<u>Amount</u>
Check Type Total:		Check		Void Total:		0.00	Total without Voids: 88,709.03
Checking Account Total:		5		Void Total:		0.00	Total without Voids: 88,709.03
Grand Total:				Void Total:		0.00	Total without Voids: 88,709.03

Home of the Bears

LAUREL CONCORD COLERIDGE

Activities Department | 502 Wakefield St, Laurel, NE | quin.conner@lccschool.org | (402) 256-3133

June '26 Board Report

Athletics

- **HS Boys Golf**
 - Wrapped up their season at districts held at Fairplay on 5/19/26.
- **HS Girls/Boys Track**
 - Five LCC Track & Field Athletes competed at this year's state track meet.
 - Drey Puppe
 - 110 Hurdles - 1st (Class C State Meet Record)
 - 300 Hurdles, High Jump
 - Tae Settje
 - 200M, 400M, 4x400 Relay
 - Boston Brown
 - Triple Jump, 100 Hurdles, 4x400 Relay
 - Carlie Kvols
 - 800M, 4x400 Relay
 - Kate Tasler
 - 4x400 Relay
- **HS Girls Golf**
 - Update regarding cooperative agreement with Allen & Emerson Hubbard in action items.
- **Summer Camps**
 - HS Wrestling
 - Battle Creek & Tekamah Herman
 - HS Volleyball
 - Held youth camp on 5/21
 - Creighton University, Pierce, Kearney, Laurel
 - HS Girls Basketball
 - Pierce, South Sioux City
 - HS Boys Basketball
 - Held youth camp on 5/26 & 5/27 (35 1st-8th graders)
 - Boone Central, Laurel, West Point, Lincoln Lutheran, Elgin, Leigh, Humphrey.
- **Summer Weights**
 - Summer weights have 1 full week in the books. Has been very well attended thus far.

Home of the Bears

LAUREL CONCORD COLERIDGE

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- **Dance Update**

- Dance tryouts were held on 5/18 and had a great turnout of 17 girls.
 - So after not having a dance team last year, safe to say we will be good to go for this upcoming school year.
 - Katie Smith & Paxton Peters will be the coaches.

Transportation

- Jackson Hall once again did full detailing of our small fleet vehicles and they look great.
- Hansen Repair will be completing their service of all the buses over the next few weeks, so that they are good to go for the fall.



Memo to: Board of Education
From: Jeremy Christiansen
Re: Superintendent's Report
Date: Monday, June 8, 2026

Superintendent's Report

NASB Board Candidate Workshop

- I attended the NASB Board Candidate Workshop with Paul Garcia on Wednesday, June 3rd that was held at Wayne High School (6:30 pm - 8:00 pm). Information was presented and discussed related to Board member and Superintendent roles and responsibilities.
- Several important dates were noted during this meeting:
 - State Education Conference - November 19-20, 2026 (CHI - Omaha)
 - New Board Member Workshop - January 5, 2026 (Wayne)

Personnel Updates

- We are actively advertising for and seeking to fill the following positions:
 - High School Science Teacher
 - Elementary Paraprofessional

At this time we have decided to reduce our current FTE for paraprofessionals by not filling the part-time Middle School paraprofessional position.
- Extra Curricular Duty Assignments - Extra Curricular Duty Assignments for 2026-2027 have been finalized and shared with staff members. There remain a handful of assignments not yet determined. These have been advertised with WSC as well as on social media. A copy of the Extra Duty assignments document has been attached to my report section in your Board meeting materials.

Wellness Policy (5417, AR5417) Triennial Assessment

- The school district's Wellness Committee has been working this school year on the required triennial review and self-assessment of the district's Wellness Policy, including goals and action plans. An update will be provided to Board members at the meeting. A special thank you to the sub-committee members (Jennifer Van Meter, Keri Hart, Ashley Promes, Pix Schmit, Jeremy Christiansen) as well as for the input provided by parents on the building-level Parent Advisory committees.

Continuous School Improvement Update

- Throughout this school year, the Continuous School Improvement team has been working on data collection and review, school profile development, completion of our Comprehensive Needs Assessment, goal work specifically in the areas of Math instruction (K-12) and English Language Arts (6-12).
- The school district is preparing to host the 5-year visit as part of Rule 10 accreditation requirements. The visit is scheduled for February 24-25, 2027. We have finalized our external visitation team leader and team members and will be working on the schedule and logistics yet this summer. School Board members will be among those district stakeholders asked to be involved in the visit process including participation in a focus group interview and attending the exit report presented by the visitation team. Stay tuned - more information will be provided!

Discussion Items

- Board Policies - 5000 Series (Students)
 - The Board Policy Review Schedule calls for a review of policies in the 5000 series (Students). The policies will be reviewed by the Policy Committee and Administration and will be discussed at the June Board meeting.
 - The policies are accessible on the school district website and may also be accessed by using the following link - [5000 Series Policies \(Students\)](#)
- Evaluation Framework (Programs & Facilities)
 - An update will be provided related to the development and implementation of the Evaluation Framework as part of our District and Superintendent goals.

Action Items

- Annual Board Policy Updates
 - The Policy Committee will meet on June 9th prior to the Board meeting to receive information and review required and recommended annual policy updates due to recent Nebraska and federal legislative action. Please reference the Policy Update Memo from Perry Law Firm attached to your Board materials in Sparq for detailed descriptions of each policy modification. Redline copies of each policy are also attached to your Board materials for reference.
- Girls Golf Cooperative Agreement
 - The school district is willing to host an initial, 1-year, cooperative agreement with Allen Community Schools and Emerson-Hubbard Public Schools for Girls Golf during the upcoming 2026-2027 school year. The motion and resolution are required as part of the NSAA cooperative agreement process. Both Allen and Emerson-Hubbard school districts have scheduled to consider the same cooperative agreement for approval.
- Negotiated Agreement Sick Leave Bank Compensation

- The Negotiated Agreement with the LCCEA contains a Sick Leave Bank that allows for the association to manage and approve sick leave reimbursement for participating certified teachers who exceed their annual allotment of Paid Time Off, as well as any sick leave accrual, and have been required to have payroll deduction (1/185 of annual teaching salary) for sick leave taken beyond leave accruals. The agreement allows for the LCCEA to approve up to 20 days of reimbursement per teacher. Provision #5 provides that the Board of Education must approve of any additional reimbursement beyond the 20 days.
 - For 2025-2206, there are two teachers that have LCCEA-approved Sick Leave Bank reimbursement:
 - Jennifer Backer - 1.5 days
 - Erica Mogensen - 20 days (PLUS 20 days requiring Board approval)
 - The Board is considering the request to approve the reimbursement of 20 days (beyond 20 days) from the Sick Leave Bank for Erica Mogensen.
- Technology Support Services - ESU #1
 - The 2025-2026 agreement with ESU 1 for technology services included 60 days of onsite support through July 31st.
 - We have secured full-time technology coordinator support for the 2026-2027 school year. However, I am recommending that we maintain some ESU-based technology support at a reduced level during the upcoming school year while we transition into this position.
 - The proposed agreement will begin August 1, 2026 and conclude July 31, 2027, with 30 total days of onsite service for a contracted amount of \$16,500.00.
 - Teacher Contract
 - We are excited to offer a teaching contract to Brooke Languis for the 2026-2027 school year. Ms. Languis will be teaching high school special education. She is a May 2026 graduate from Wayne State College. Originally from Wahoo, NE, Brooke graduated high school from Ponca Public Schools and currently resides in Wayne.
 - School Meal Prices for 2026-2027
 - I have attached the recommended Meal Prices for the upcoming 2026-2027 school year to your Board materials. The recommended price increases for student meals, both breakfast and lunch, are recommended to \$0.10. We are continuing to see high expenses in food and supply costs. While we have limited the annual increase to \$0.05 in the past several years, I believe that a more substantial increase is necessary.
 - The District continues to support the school meal program with transferred funds (\$175,000 for 2025-2026 to date).

Correspondence

- Regular communication and updates from NASB and NRCSA have been included in monthly materials.

Upcoming Meetings and Workshops

- Committee Meetings to Schedule
 - Policy Committee
 - Transportation, Buildings & Grounds
 - Committee on American Civics
- Annual Special Hearings
 - Monday, July 13, 2026 (7:00 pm - Laurel Public Library Board Room/Laurel)
- Committee on American Civics Meeting
 - Monday, July 13, 2026 (7:15 pm - Laurel Public Library Board Room/Laurel)
- Regular Board of Education Meeting
 - Monday, July 13, 2026 (7:20 pm - Laurel Public Library Board Room/Laurel)

BOE_Local Wellness Policy Triennial Assessment Update

The district Wellness Committee recently completed the federally required Triennial Assessment of the Laurel-Concord-Coleridge School Local Wellness Policy. The assessment included a review of policy compliance, comparison to a model wellness policy, and evaluation of progress toward district wellness goals.

Key findings from the assessment include:

- The district's wellness policy is comprehensive and meets all required federal wellness policy components.
- Overall compliance with the wellness policy remains strong across the district.
- Progress continues to be made in the areas of nutrition education, physical activity, and student wellness initiatives.
- Students benefit from wellness-focused curriculum opportunities, physical activity programs, hydration stations, community wellness partnerships, and access to school and community recreational facilities.
- The committee identified several opportunities for continued improvement, including:
 - Expanding physical activity opportunities for high school students during the school day.
 - Strengthening K-12 Health and Physical Education curriculum alignment.
 - Increasing nutrition and fitness educational displays throughout district facilities.
 - Exploring healthier concession stand offerings.
 - Reinforcing healthy nutrition practices.

As part of the assessment process, the committee developed a Wellness Action Plan for 2026-2027 to address these priorities. The district's Triennial Wellness Assessment results have been posted publicly on the district website in compliance with federal requirements.

This work aligns with our district mission of Strengthening Communities, Inspiring Excellence, and Shaping the Future by supporting the health, wellness, and academic success of all students.



LAUREL-CONCORD-COLERIDGE
SCHOOL

WELLNESS MATTERS

Healthy Students. Stronger Learning. Brighter Futures.

LCC School is committed to supporting the health and well-being of every student. We are proud to share the highlights of our **2026 Triennial Wellness Assessment**.



**HEALTHY
NUTRITION**
Fueling minds
and bodies.



**PHYSICAL
ACTIVITY**
Moving more
every day.



HYDRATION
Water stations
throughout our
buildings.



**COMMUNITY
PARTNERSHIPS**
Working together
for student
wellness.



**WELLNESS
EVENTS**
Opportunities
to learn, grow
and thrive.

WHAT'S NEXT FOR 2026–2027?

- ✓ Explore healthy concession stand options
- ✓ Increase nutrition and fitness educational displays
- ✓ Expand physical fitness opportunities for students
- ✓ Strengthen K–12 Health & PE curriculum alignment
- ✓ Continue engaging families and community partners

“ Student wellness is about more than nutrition and physical activity—it’s about creating an environment where every child can learn, grow, and thrive. At LCC School, we believe healthy students are better prepared to achieve their goals, build meaningful relationships, and contribute positively to their communities. Our commitment to wellness reflects our mission of Strengthening Communities, Inspiring Excellence, and Shaping the Future. ”

— Jeremy Christiansen, Superintendent



LEARN MORE

The complete 2026 Triennial Wellness Assessment Report is available on our website:

www.lccschool.org

STRENGTHENING COMMUNITIES • INSPIRING EXCELLENCE • SHAPING THE FUTURE

#LCCStrongerTogether



Laurel-Concord-Coleridge School

Board of Education Committee Meeting Agenda

Board Committee: Policy Committee	Meeting Date: June 2, 2026
Meeting Location: Elementary Conference Room	Meeting Start Time: 7:00 am Meeting End Time: 8:17 am
Participants: Bryan Pippitt, Jay Hall, Garry Anderson, Jeremy Christiansen Absent:	
Agenda 1. Board Policies Updates - Annual Legislative Requirements a. Board Policy Memo - Perry Law Firm 2. Number of Board Members - Reduction Consideration a. Last Reduction - Resolution Dated February 2021 i. General Elections - November 2022 (5 to 4); November 2024 (4 to 3) b. Consideration of Reducing 1 Member (7 to 6) i. Vacancy Occurs January 7, 2027 (absent a write-in candidate) ii. Resolution to Reduce in an Odd Year (February 2027, or 2029) iii. Next General Elections Consideration 1. November 2028 - 3 up for election 2. November 2030 - 4 up for election c. Response from County Clerk d. Opinion of Legal Counsel 3. Other Items for Discussion	
Discussion (Topics and Notes)	Follow Up (Who's Responsible/Timeline)
1. Board Policies Updates - Annual Legislative Requirements The committee reviewed the Board Policy Update memo provided by Perry Law Firm. Each required policy amendment was reviewed and discussed. The committee also discussed a legal counsel recommended revision to Policy 3130 (Purchasing Policies). Additional policy and handbook notes were also reviewed and discussed.	Jeremy will provide all Board members with the Board Policy Update memo from Perry Law Firm, along with redline policy documents for each of the policies having required or recommended updates. The administrative team will present handbook updates to the Policy committee in June and prior to the July Board meeting.

Jeremy noted that administrators are working on handbook updates and intend to present those to the Policy Committee for review in June with consideration for approval in July.	
2. Number of Board Members - Reduction Consideration Jeremy shared updates including communication on the topic from both the Cedar County Clerk (in consultation with the Secretary of State's Office) and Perry Law Firm. It will be necessary for the Board to appoint a member in January/February 2027 to fill the anticipated vacancy to be created following the November 2026 election. Committee members discussed options related to that appointment as well as a potential resolution to reduce the number of Board members in the future.	Jeremy will continue to keep the committee and Board apprised of timelines and requirements for the appointment process for Board member vacancy.
3. Other Items for Discussion The committee noted that it will be necessary for school administration to consider the current and continuing road construction in the school district as it relates to potential tardy policies and procedures for the upcoming school year.	The administrative team will consider the recommendation made by the committee.

Minutes recorded by: Jeremy Christiansen

Laurel-Concord-Coleridge School

Program & Facilities Evaluation Framework

Purpose

To establish a systematic, consistent, and transparent process for evaluating district programs and facilities to ensure alignment with the district mission:

Strengthening Communities • Inspiring Excellence • Shaping the Future

This framework will guide decision-making related to:

- Program continuation, expansion, or redesign
 - Resource allocation
 - Staffing and facility utilization
 - Long-term strategic planning
-

Framework Structure: One System, Two Lenses

All programs and facilities will be evaluated using a common framework, with criteria applied through two lenses:

- Program Lens: Instruction, Activities, Services, and Student Opportunities
- Facility Lens: Buildings, Spaces, Infrastructure, and Operational Systems

This ensures consistency in evaluation while allowing for appropriate differences in how each category is measured.

Evaluation Criteria Categories

Each program and facility will be evaluated across the following six categories:

1. Student Impact
2. Participation & Utilization
3. Financial Efficiency
4. Staffing & Operational Support
5. Facility Utilization
6. Alignment to Mission & District Priorities

Student Impact	
Core Question How does this program or facility contribute to student learning, growth, and well-being?	
<u>Program Indicators</u> • Student achievement and growth data • Skill development (academic, technical, social-emotional) • Student engagement levels • Post-secondary readiness • Participation across diverse student groups • Evidence of program effectiveness (qualitative + quantitative)	<u>Facility Indicators</u> • Supports a safe, secure, and positive learning environment • Enhances student engagement and access to learning • Meets health, safety, and accessibility standards • Contributes to overall student experience and well-being

Participation & Utilization	
Core Question To what extent is the program or facility being accessed and used effectively?	
<u>Program Indicators</u> • Number of students served (multi-year trends) • Participation rates by grade level and subgroup • Retention and continuation rates • Access and equity of participation • Demand indicators (waitlists, growth trends)	<u>Facility Indicators</u> • Frequency of space usage • Capacity vs. actual utilization • Scheduling efficiency • Multi-purpose use of spaces • Underutilized or overextended areas

Financial Efficiency	
Core Question Is the program or facility a responsible and sustainable use of district resources?	
<u>Program Indicators</u> • Cost per student served • Total program cost (staffing, materials, transportation) • Revenue or financial offsets (grants, partnerships, tuition savings) • Return on investment (ROI) • Cost-effectiveness relative to outcomes	<u>Facility Indicators</u> • Maintenance and operational costs • Lifecycle cost considerations • Energy efficiency and sustainability • Cost of upgrades or renovations • Long-term financial impact on district resources

Financial Efficiency	
Core Question Is the program or facility a responsible and sustainable use of district resources?	
<u>Program Indicators</u> • Cost per student served • Total program cost (staffing, materials, transportation) • Revenue or financial offsets (grants, partnerships, tuition savings) • Return on investment (ROI) • Cost-effectiveness relative to outcomes	<u>Facility Indicators</u> • Maintenance and operational costs • Lifecycle cost considerations • Energy efficiency and sustainability • Cost of upgrades or renovations • Long-term financial impact on district resources

Staffing & Operational Support	
Core Question Are staffing and operational supports aligned effectively to sustain the program or facility?	
<u>Program Indicators</u> ● Staff-to-student ratios ● Certification and endorsement alignment ● Staff workload and distribution ● Reliance on specialized personnel ● Sustainability of staffing model	<u>Facility Indicators</u> ● Custodial and maintenance staffing needs ● Supervision requirements ● Operational efficiency of staffing ● Ability to maintain facility standards consistently

Facility Utilization	
Core Question How effectively does the facility support programs and overall district operations?	
<u>Program Indicators</u> ● Adequacy of space to support program needs ● Access to specialized learning environments ● Scheduling conflicts or limitations ● Flexibility of space for program delivery	<u>Facility Indicators</u> ● Overall efficiency of space usage ● Alignment of space design with intended use ● Condition and functionality of facilities ● Capacity to meet current and future needs ● Capital improvement priorities

Alignment to Mission & District Priorities	
Core Question Does the program or facility align with LCC’s mission, vision, and strategic priorities?	
<u>Program Indicators</u> ● Alignment to district goals and strategic initiatives ● Contribution to student success and opportunity ● Support for whole-child development ● Community relevance and engagement ● Expansion of student opportunities	<u>Facility Indicators</u> ● Supports delivery of district programs and services ● Aligns with long-term district planning ● Enhances community connection and use ● Supports future growth and innovation

The school district will use one consistent evaluation framework, but apply it through two lenses - programs and facilities - to maintain clarity while ensuring each area is evaluated appropriately.

Program Lens	Facility Lens
● Student learning impact ● Participation trends ● Cost per student ● Staffing alignment ● Space needs ● Mission alignment	● Learning environment impact ● Space utilization ● Maintenance cost ● Operational staffing ● Efficiency of use ● Supports district priorities

Evaluation Rating Structure

Each category will be rated using the following scale:

- 4 – Exceeds Expectations
 - 3 – Meets Expectations
 - 2 – Developing / Needs Improvement
 - 1 – Limited Impact / Misaligned
-

Summary Output for Each Program and Facility

Each evaluation will produce:	
- Strengths - Areas for Growth - Sustainability Outlook	- Recommendation Category: ✓ Sustain & Strengthen ✓ Refine / Improve ✓ Expand ✓ Phase Out / Redesign

Sample Dashboard

	A	B	C	D	E	F	G	H	I	J
	Type	Program/Facility	Student Impact	Participation/ Utilization	Financial	Staffing	Facility Use	Alignment	Total	Recommendation
1	Program	Dual Credit	4	3	4	3	3	4	21	Refine
2									0	
3									0	
4									0	
5									0	
6									0	

3-Year Continuous Evaluation Cycle

Structure Overview

The district will implement a continuous 3-year evaluation cycle:

Year 1: College, Career & Student Opportunities
● CTE Programs (Agriculture, Business, FCS, Skilled Tech Science, Digital Media; Audio/Visual Production) ● Dual Credit Coursework ● Student Leadership ● Work-Based Learning / Internships ● JAG, Intern Nebraska ● Activities & Organizations (Athletics, CTSO, Clubs, Other Extracurriculars)

Year 2: Academic & Student Support Programs
● Academics - ELA, Math, Science, Social Studies ● Foreign Language (Spanish) ● Fine Arts (Visual and Performing Arts) ● MTSS (Academic & Behavioral) ● Special Education / 504 Plans ● Other Federal Programs (Title I) ● ELL ● High Ability Learners ● Mental Health / SEL / Counseling ● Student Health / School Nurse ● TeamMates Mentoring

Year 3: Operations, Systems & Facilities
● Facilities (all buildings and spaces) ● Transportation ● Nutrition Services ● Technology Systems

- Student Information Systems
- Library / City-School Partnership
- Human Resources/Personnel
- Appraisal / Professional Development
- Safety & Security Systems
- Communication / Marketing
- Continuous School Improvement
- Operational Structures and Processes

Annual Cycle Components

Each year will include:

- Data collection and dashboard updates
- Stakeholder input (surveys, focus groups)
- Program and facility reviews
- Board presentation and discussion
- Recommendations aligned to budgeting cycle

Board of Education Role

The Board of Education will:

- Review and provide input on evaluation criteria
- Approve the 3-year evaluation cycle (order of priority)
- Monitor progress through regular updates
- Use findings to guide:
 - Budget decisions
 - Program investments
 - Long-term planning

AGRICULTURE EDUCATION DATA
2025-2026

	ENROLLMENT	MALE	FEMALE	8TH	9TH
COURSE					
MS Exploratory (12 wks)					
Animal Science (Sem 1)					
Lg Animal Magmt (Sem 2)					
Ag Leadership (Sem 1)					
AgriBusiness (Sem 2)					
Intro to Ag (Year)					
Plant Science (Sem 1)					
Natural Resources (Sem 2)					

CTSO	PARTICIPANTS	MALE	FEMALE	8TH	9TH
FFA PROGRAM					

CONCENTRATORS

COMPLETERS

INDUSTRY CERTIFICATIONS

PATHWAY ENROLLMENTS

10TH	11TH	12TH	HAL	SPED	EL	F/R ELIGIBLE

10TH	11TH	12TH	HAL	SPED	EL	F/R ELIGIBLE

BUSINESS EDUCATION DATA
2025-2026

	ENROLLMENT	MALE	FEMALE	9TH	10TH
COURSE					
Accounting 3 (Sem 1)					
Accounting 4 (Sem 2)					
Financial Lit-2 (Sem 2)					
Inform Tech Apps (Sem 1)					
Inform Tech Apps (Sem 2)					
Financial Lit-4 (Sem 1)					
Financial Lit-4 (Sem 2)					
Marketing (Sem 1)					
Intro to Bus (Sem 1)					
Intro to Bus (Sem 2)					
Financial Lit-7 (Sem 2)					

CTSO	PARTICIPANT	MALE	FEMALE	9TH	10TH
FBLA PROGRAM					

CONCENTRATORS

COMPLETERS

INDUSTRY CERTIFICATIONS

PATHWAY ENROLLMENTS

11TH	12TH	HAL	SPED	EL	F/R ELIGIBLE

11TH	12TH	HAL	SPED	EL	F/R ELIGIBLE

FAMILY CONSUMER SCIENCE EDUCATION DATA
2025-2026

	ENROLLMENT	MALE	FEMALE	8TH	9TH	10TH
COURSE						
MS Exploratory (12 wks)						
Fund of Nutr/Culinary-3 (Sem 1)						
Foods and Nutrition (Sem 2)						
Housing/Int Design (Sem 2)						
Fund of Nutr/Culinary-6 (Sem 1)						
Culinary Skills I (Sem 2)						
Early Childhood Ed (Sem 1)						
Fund of Nutr/Culinary-8 (Sem 1)						
Fashion Design (Sem 2)						

CTSO	PARTICIPANT	MALE	FEMALE	8TH	9TH	10TH
FCCLA PROGRAM						

CONCENTRATORS

COMPLETERS

INDUSTRY CERTIFICATIONS

PATHWAY ENROLLMENTS

11TH	12TH	HAL	SPED	EL	F/R ELIGIBLE

11TH	12TH	HAL	SPED	EL	F/R ELIGIBLE

SKILLED TECHNICAL SCIENCE EDUCATION DATA
2025-2026

	ENROLLMENT	MALE	FEMALE	9TH	10TH
COURSE					
Construction Trades (Year)					
Intro to Tech-3 (Sem 1)					
DC Electronics (Sem 2)					
Architectural DD I (Sem 1)					
Architectural DD II (Sem 2)					
Welding I					
Welding II					
Welding III					
Intro to Tech-6 (Sem 1)					
Residential Wiring (Sem 2)					
Wood Manufacturing (Sem 1)					
Adv Wood Manuf/Fabr (Sem 2)					

CTSO	PARTICIPANT	MALE	FEMALE	9TH	10TH
SKILLS USA PROGRAM					

CONCENTRATORS

COMPLETERS

INDUSTRY CERTIFICATIONS

PATHWAY ENROLLMENTS

11TH	12TH	HAL	SPED	EL	F/R ELIGIBLE

11TH	12TH	HAL	SPED	EL	F/R ELIGIBLE

DIGITAL MEDIA & DESIGN EDUCATION DATA
2025-2026

	ENROLLMENT	MALE	FEMALE	9TH
COURSE				
Digital Media & Mass Comm (Sem 1)				
Digital Design (Sem 2)				

CONCENTRATORS

COMPLETERS

INDUSTRY CERTIFICATIONS

PATHWAY ENROLLMENTS

10TH	11TH	12TH	HAL	SPED	EL	F/R ELIGBLE

AV/MEDIA PRODUCTION EDUCATION DATA
2025-2026

	ENROLLMENT	MALE	FEMALE	9TH	10TH
COURSE					
AV Production (Sem 1)					
Media Production (Sem 2)					

CONCENTRATORS

COMPLETERS

INDUSTRY CERTIFICATIONS

PATHWAY ENROLLMENTS

11TH	12TH	HAL	SPED	EL	F/R ELIGBLE

HEALTH SCIENCES EDUCATION DATA
2025-2026

	ENROLLMENT	MALE	FEMALE	9TH	10TH
COURSE					
Intro Health Science (Sem 1)					
NECC Med Term (Sem 2)					

CONCENTRATORS

COMPLETERS

INDUSTRY CERTIFICATIONS

PATHWAY ENROLLMENTS

11TH	12TH	HAL	SPED	EL	F/R ELIGBLE

DUAL CREDIT COURSEWORK

2025-2026

[illegible]

[illegible]

[illegible]

HIGH SCHOOL LEADERSHIP OPPORTUNITIES
2025-2026

		NUMBER OF STUDENTS	MALE	FEMALE
LEADERSHIP OPPORTUNITY				
Student Council				
CTSO Officers - FFA				
CTSO Officers - FBLA				
CTSO Officers - FCCLA				
CTSO Officers - Skills USA				
National Honor Society				
ROAR Student Advisor				
HOBY				
Girls State				
Boys State				
TeamMates Board - Student Member				
Student Member of School Board				
Circle of Friends				
Clubs/Organization Officers??				
Team Captains??				

[illegible]

[illegible]

MIDDLE SCHOOL LEADERSHIP OPPORTUNITIES
2025-2026

		NUMBER OF STUDENTS	MALE	FEMALE
LEADERSHIP OPPORTUNITY				
Student Council				
ROAR Student Advisor				
Circle of Friends				
Clubs/Organization Officers??				
Team Captains??				

[illegible]

ELEMENTARY SCHOOL LEADERSHIP OPPORTUNITIES
2025-2026

		NUMBER OF STUDENTS	MALE	FEMALE
LEADERSHIP OPPORTUNITY				
Student Council				
ROAR Student Advisor				
Student Advisory Team				
Circle of Friends				

3RD	4TH	5TH	HAL	SPED	EL	F/R ELIGBLE

Work-Based Learning and Internships 2025-2026

[illegible]

[illegible]

[illegible]

ACTIVITY AND ORGANIZATION PARTICIPATION
2025-2026

	PARTICIPANTS	MALE	FEMALE
NAME OF ACTIVITY OR ORGANIZATION			
Art Club			
Basketball - High School Girls			
Basketball - High School Boys			
Basketball - Junior High Girls			
Basketball - Junior High Boys			
Cheerleading - High School			
Cross Country - High School			
Cross Country - Junior High			
Dance Team			
Digital Media			
Esports - High School			
FCA (Fellowship of Christian Athletes)			
Football - High School			
Football - Junior High			
Golf - Girls			
Golf - Boys			
Instrumental Music - Jazz Band			
Instrumental Music - Pep Band			
Instrumental Music - Concert Band			
Color Guard			
Math Club			
National Honor Society			
Play Production			
Quiz Bowl - High School			
Quiz Bowl - Middle School			
Science Club			
Spanish Club			
Speech			
Spirit Club - High School			
STEM Competitions (e.g., Lego League)			
Circle of Friends - Elementary School			
Circle of Friends - Middle School			
Circle of Friends - High School			
Track - High School			
Track - Junior High			
Vocal Music - Show Choir			
Vocal Music - Concert Choir			

Volleyball - High School			
Volleyball - Junior High			
Weight Room/Strength & Conditioning			
Wrestling - High School			
Wrestling - Junior High			
Yearbook/Journalism			

[illegible]

[illegible]

[illegible]

[illegible]

Year 1 Evaluation Framework

College, Career & Student Opportunities

Programs Included

- CTE Programs
- Dual Credit Coursework
- Student Leadership
- Work-Based Learning / Internships
- *JAG Nebraska / Intern Nebraska*
- Activities & Organizations

1. Student Impact

Data Sources

- Student enrollment in programs
- Student achievement data
- CTE concentrator/completer rates
- Industry certifications earned
- Dual credit hours completed
- College credit earned
- ACT/PreACT results
- Career assessment data
- Graduation rates
- Postsecondary placement data
- Student leadership participation records
- Student survey results
- Student awards and recognitions
- State/national competition results
- Internship evaluations

Analysis Questions

- How does participation impact student readiness for life after graduation?
- What skills are students developing through participation?
- Are participants demonstrating stronger engagement or achievement than non-participants?
- What evidence exists that students are better prepared for college, careers, military service, or employment?
- Which programs produce the strongest evidence of student growth?
- Are students earning credentials or experiences that have value beyond high school?

2. Participation & Utilization

Data Sources

- Five-year enrollment trends
- Participation by grade level
- Participation by gender
- Participation by special populations
- Number of students participating in multiple programs
- Activity participation rates
- CTSO membership numbers
- Internship placements
- Student leadership positions
- Program waiting lists (if applicable)

Analysis Questions

- How many students are being served?
- Are participation rates increasing or decreasing?
- Which student groups are underrepresented?
- Do opportunities exist equitably across grade levels?
- Are students participating in multiple opportunities or only a few?
- Are there barriers preventing participation?

3. Financial Efficiency

Data Sources

- Program budgets
- Staffing costs
- Transportation costs
- Equipment and supply costs
- Perkins funding
- State CTE funding
- Grants received
- Scholarship dollars earned
- Tuition savings through dual credit
- Fundraising revenue
- Internship/employer contributions

Analysis Questions

- What is the annual cost per participant?
- What outside funding supports the program?
- How much college tuition are families saving through dual credit?
- Which programs generate the greatest return on investment?
- Are there opportunities to leverage additional grants or partnerships?
- Would reductions significantly impact student opportunity?

4. Staffing & Operational Support

Data Sources

- Teacher endorsements
- Staff assignments
- Sponsor assignments
- Student-to-staff ratios
- Coaching and sponsorship stipends
- Staff surveys
- Program coordinator workload data
- Internship supervision logs

Analysis Questions

- Is staffing sufficient to sustain the program?
- Are staff appropriately endorsed and trained?
- Are workloads distributed fairly?
- Does the program depend heavily on a single individual?
- What succession planning exists if key personnel leave?
- Are staffing structures limiting growth?

5. Facility Utilization

Data Sources

- Classroom utilization schedules
- Greenhouse usage logs
- Shop/lab usage
- Agriculture facility usage
- Media production lab usage
- Weight room and athletic facility schedules
- Community facility use records
- Internship/off-site learning locations

Analysis Questions

- Do facilities adequately support the program?
- Are specialized spaces being used effectively?
- What facilities are underutilized?
- Are scheduling conflicts limiting participation?
- What facility improvements would increase student opportunities?
- Can existing spaces support future program growth?

6. Alignment to Mission & District Priorities

Data Sources

- District goals
- District mission and vision
- Board goals
- reVision stakeholder engagement results
- Parent surveys
- Student surveys
- Employer surveys
- Advisory committee feedback
- Community partnership records

Analysis Questions

- How does this program strengthen communities?
- How does this program inspire excellence?
- How does this program shape the future for students?
- Does the program expand opportunities not otherwise available?
- Does the community view the program as valuable?
- Would eliminating the program negatively impact district priorities?
- Does the program prepare students for local workforce needs?

Program-Specific Questions

CTE Programs

Additional Data

- Pathway enrollment
- Concentrator/completer status
- Industry certifications
- CTSO participation
- Work-based learning placements

Key Questions

- Which pathways are growing?
- Which pathways align with regional workforce needs?
- Are students completing pathways or merely sampling courses?
- Are students leaving with marketable skills?

Dual Credit Coursework

Additional Data

- Credit hours earned
- Tuition savings

- Success rates
- College transcript data

Key Questions

- How much tuition are families saving annually?
- Which courses have the highest enrollment and success rates?
- Are students persisting successfully in postsecondary coursework?

Student Leadership

Additional Data

- Leadership positions held
- Conferences attended
- Service projects completed

Key Questions

- Are leadership opportunities accessible to many students?
- How are students applying leadership skills beyond school?

Work-Based Learning / Internships

Additional Data

- Number of placements
- Employer evaluations
- Student reflections
- Hours completed

Key Questions

- Are experiences aligned with career interests?
- What skills are employers reporting students possess or lack?
- Are placements leading to future employment opportunities?

JAG Nebraska / Intern Nebraska

Additional Data

- *Program completion*
- *Attendance*
- *Graduation outcomes*
- *Employment outcomes*
- *Postsecondary enrollment*

Key Questions

- *Are targeted students showing improved outcomes?*

- *Which supports appear most impactful?*

Activities & Organizations

Additional Data

- Participation rates
- Multi-activity participation
- Attendance
- Awards and recognitions
- Student survey data

Key Questions

- How many students are connected to at least one activity?
- Which activities have declining participation?
- What opportunities are students requesting that do not currently exist?
- How do activities contribute to student belonging and engagement?

Indicator	Metric
Participation	% of students involved in at least one Year 1 opportunity
Dual Credit	Credits earned and tuition savings
CTE	Concentrators, completers, certifications
Leadership	Students serving in leadership roles
Work-Based Learning	Internship placements and hours
Activities	Participation rate by grade level
Postsecondary Readiness	College, career, military placement rates
Financial Efficiency	Cost per participant and outside funding secured
Stakeholder Satisfaction	Student, parent, and employer survey ratings

Thomas M. Haase
James B. Gessford
Daniel F. Kaplan
Gregory H. Perry
Joseph F. Bachmann
R. J. Shortridge*
Joshua J. Schauer*
Derek A. Aldridge**
Justin J. Knight
Charles Kaplan
Haleigh B. Carlson
Sara J. Tonjes
Kendall G. Oberheide
Rebecca D. Stading



*Also admitted in Iowa
** Also admitted in Kansas

Ernest B. Perry (1876-1962)
Arthur E. Perry (1910-1982)
R.R. Perry (1917-1999)
Edwin C. Perry (1931-2012)

MEMORANDUM – 2026 SCHOOL DISTRICT ANNUAL POLICY UPDATES

The Legislature adjourned on April 17th this year. This Memo covers the required policy updates that need to be made this summer.

A. REQUIRED POLICY UPDATES

1. **Policy 1110 (“Bulletin Boards”):** LB 429 added new requirements for “equal access” to teachers by professional organizations and teacher associations. Policy 1110 has been updated to ensure that qualifying organizations and associations are granted such access under the new law.
2. **Policy 3560 (“Records Management and Disposition”):** LB 596 updated references in the record retention laws to better reflect current technology and electronic storage capabilities. Policy 3560 has been updated to reflect these changes.
3. **Policy 5004 (“Full-time and Part-time Enrollment”):** LB 937 refined the part-time enrollment statutes to provide greater flexibility for students participating in national and state activities, such as FFA. Policy 5004 has been updated accordingly.
4. **Policy 5005 (“Student Residence, Admission and Contracting for Educational Services”):** LB 937 imposes a new requirement that school districts may not disenroll a student who is the subject of a DHHS investigation. Under this new law, if DHHS notifies a school district that a student may be the victim of abuse or neglect, the district cannot facilitate a student’s withdrawal or transfer to a different school. If a parent or guardian attempts to withdraw or transfer the student during this period, the district must notify DHHS. Policy 5005 incorporates these changes.
5. **Policy 5006 (“Option Enrollment”):** LB 653 amended the option enrollment statutes by requiring the “automatic” acceptance of siblings of option students currently enrolled in a district. Policy 5006 has been updated to reflect this new requirement. Over the next few months, schools should evaluate their option enrollment program and practices to account for these new obligations, as well as review and update option enrollment forms.

6. **Appendix to Policy 5006 (“Option Resolution”):** Similar to the changes made in Policy 5006, the Option Resolution has been updated to reflect the change in LB 653 that removes capacity limitations for option siblings.
7. **Policy 5008 (“Attendance”):** LB 937 amended the student attendance laws to provide that a documented absence from a credentialed health professional shall excuse a student’s absence for that day and not count toward a student’s truancy accumulation. The update to Policy 5008 reflects this change.
8. **Policy 5101 (“Student Discipline”):** LB 653 amended the Student Discipline Act and requires two changes to board policy. First, LB 653 created an exception to the prohibition on suspending young students. Previously, PK-2 graders could only be suspended for bringing a firearm or deadly weapon to school. Now, a PK-2 grader can be suspended for violent behavior. In addition, LB 653 amends the notice requirements for student discipline letters. School administrators should ensure that their student discipline forms and checklists are updated to reflect these new notice requirements.
9. **Policy 5205 (“Graduation”):** Last year, LB 296 amended Nebraska’s graduation statute to provide an exception for students who, at some point during their high school career, were under the supervision of a juvenile court. Policy 5205 incorporates this new statutory exception into the graduation criteria.
10. **Policy 8130 (“Annual Organizational Meeting”):** LB 596 allows each board to designate the method by which they will give advanced public notice of board meetings. The method must be noted in the meeting minutes. At the annual organizational meeting, each board should approve (and note in the minutes) the designated method of giving notice, such as on the district’s website or posting in conspicuous places within the District.
11. **Policy 8342 (“Designated Method of Giving Notice of Meetings”):** LB 596 amends the Open Meetings Act’s notice requirements. Previously, notices of board meetings were required to be published in the newspaper, with several exceptions. Now, notices of regular meetings only need to be published four times per year. Schools that wish to continue publishing monthly notices in the newspaper are free to continue doing so. But for those schools that do not want to be tied to a newspaper each month, notices of the regular meeting schedule need only be published four times a year.

B. RECOMMENDED UPDATES

1. Policy 3130 (“Purchasing Policies”): The Purchasing Policy is important to ensure that Boards have oversight of large purchases in the District, while affording the administration the flexibility to make smaller purchases when needed. However, Policy 3130 does not delineate between purchasing products and expending district funds for ongoing service or renewals previously approved (such as utility bills, insurance renewals, and so forth). To better address the distinctions between these scenarios, each Board may consider updating Policy 3130.

C. OPTIONAL POLICY AND/OR HANDBOOK UPDATES

1. Mobile Tracking: LB 935 added a new crime for surreptitiously tracking someone via a mobile tracking device. The new law includes an exception for a parent tracking their student. Since Policy 1102 (“Recording of Others”) focuses on listening devices (as opposed to tracking devices), no update is necessary to Policy 1102 in response to LB 935. That said, some districts may want to consider how to handle mobile tracking devices at school.

2. Smart Glasses: Some districts have struggled with students wearing smart glasses at school. Policy 6113 (based on LB 140 from last year) bans all “electronic communication devices,” which include smart glasses. However, if your district wants to explicitly include a reference to smart glasses or other technology, you are free to do so within Policy 6113 and/or Policy 5101 (Student Discipline).

3. Swatting: LB 935 also created a new crime of “swatting.” The Student Discipline Act (and Policy 5101) already covers criminal conduct as the basis for student discipline, so Policy 5101 does not need to be updated to add “swatting” as an expellable offense. A district could nonetheless add “swatting” if they wanted to make clear that a swatting incident may be grounds for serious discipline.

D. OTHER CONSIDERATIONS

1. New Centralized Student Record System: Last year, LB 296 addressed changes to the foster system. One of these changes includes new responsibilities for NDE. Beginning July 1, 2026, school districts will be required to share a student’s education records with NDE if the student is under a juvenile court’s jurisdiction, as part of a new centralized records system.

2. New NPERS Retirement Rules: LB 824 changes the public retirement statutes by requiring a 120 day “sit-out” period for employees who retire. As such, any school employee who retires may not work or volunteer for the 120-day period after their retirement date. An employee’s retirement date (for purposes of NPERS) may be deemed to be a date other than the date of the employee’s last workday and is typically “fixed” by the employee’s contract. With this statutory change occurring on May 1, 2026, it may be worth revisiting your 2026-2027 staff contracts to ensure that end dates align with an employee’s final day of work.

3. **Pink Postcard Process:** LB 384 requires at least one voting member of the board to attend this year's "pink postcard" hearing for those participating districts. After this fall, the "pink postcard" process will end, and all districts will be required to participate in the new LB 803 hearing in July 2027. This change does not require any policy updates.
4. **Open Meetings Act Posters:** LB 596 removed the requirement that a copy of the Open Meetings Act be "posted" in the meeting room. Boards now have the option to continue posting the Open Meetings Act or simply making the Open Meetings Act available to someone who wants to review it. Since no policy requires the posting of the Open Meetings Act, this does not require any policy change.
5. **Veteran's Preference Reminder:** As a reminder, all public employers in Nebraska are required to note that any open employment positions are "subject to a veteran's preference."¹ This summer would be a good time to ensure that your application system complies with this requirement.
6. **ADA Website Accessibility Deadline Delayed:** Recently, the U.S. Department of Justice announced that the compliance deadlines for the new website accessibility requirements will be delayed for one year. As a result, for entities with a total population of 50,000 or more, their website must be in compliance by April 26, 2027. For those entities with a total population of less than 50,000, the new deadline is April 26, 2028. No policy needs to be updated to reflect this new deadline.
7. **Food Color Additives:** LB 940 prohibits certain food color additives as part of a school meal, effective August 1, 2027. Since food additives are not referenced in any policy, there will not be a policy update in response to LB 940.
8. **Workplace Safety Committee Changes:** LB 397 amends the workplace safety statutes. Previously, school districts were required to establish a safety committee through the collective bargaining process. LB 397 revises the statute to permit (not require) the safety committee through the collective bargaining process. School districts could remove the safety committee provision from the Negotiated Agreement next year, if they do not want the safety committee within the Negotiated Agreement.
9. **Hunger Free Schools Act:** LB 966 created the Hunger Free Schools Act pilot program. There is no policy update or change required for schools to apply to participate in the program.
10. **Updates to Nebraska's Controlled Substances Act:** LB's 877 and 795 updated the list and schedules for controlled substances in Nebraska. However, school policies do not require an exhaustive list of banned or unlawful substances at school, so the updates to these laws do not require a policy change.

¹ Neb. Rev. Stat. § 48-227.

11. Human Relations Training Requirements: LB 1022 repealed the human relation requirement for certain teaching certificates, including substitute teachers. This new law will not result in any change to policy.

As always, please let us know if you have any questions or concerns.



Laurel-Concord-Coleridge School

Board of Education Committee Meeting Agenda

Board Committee: Policy Committee	Meeting Date: June 2, 2026
Meeting Location: Elementary Conference Room	Meeting Start Time: 7:00 am Meeting End Time: 8:17 am
Participants: Bryan Pippitt, Jay Hall, Garry Anderson, Jeremy Christiansen Absent:	
Agenda 1. Board Policies Updates - Annual Legislative Requirements a. Board Policy Memo - Perry Law Firm 2. Number of Board Members - Reduction Consideration a. Last Reduction - Resolution Dated February 2021 i. General Elections - November 2022 (5 to 4); November 2024 (4 to 3) b. Consideration of Reducing 1 Member (7 to 6) i. Vacancy Occurs January 7, 2027 (absent a write-in candidate) ii. Resolution to Reduce in an Odd Year (February 2027, or 2029) iii. Next General Elections Consideration 1. November 2028 - 3 up for election 2. November 2030 - 4 up for election c. Response from County Clerk d. Opinion of Legal Counsel 3. Other Items for Discussion	
Discussion (Topics and Notes)	Follow Up (Who's Responsible/Timeline)
1. Board Policies Updates - Annual Legislative Requirements The committee reviewed the Board Policy Update memo provided by Perry Law Firm. Each required policy amendment was reviewed and discussed. The committee also discussed a legal counsel recommended revision to Policy 3130 (Purchasing Policies). Additional policy and handbook notes were also reviewed and discussed.	Jeremy will provide all Board members with the Board Policy Update memo from Perry Law Firm, along with redline policy documents for each of the policies having required or recommended updates. The administrative team will present handbook updates to the Policy committee in June and prior to the July Board meeting.

Jeremy noted that administrators are working on handbook updates and intend to present those to the Policy Committee for review in June with consideration for approval in July.	
2. Number of Board Members - Reduction Consideration Jeremy shared updates including communication on the topic from both the Cedar County Clerk (in consultation with the Secretary of State's Office) and Perry Law Firm. It will be necessary for the Board to appoint a member in January/February 2027 to fill the anticipated vacancy to be created following the November 2026 election. Committee members discussed options related to that appointment as well as a potential resolution to reduce the number of Board members in the future.	Jeremy will continue to keep the committee and Board apprised of timelines and requirements for the appointment process for Board member vacancy.
3. Other Items for Discussion The committee noted that it will be necessary for school administration to consider the current and continuing road construction in the school district as it relates to potential tardy policies and procedures for the upcoming school year.	The administrative team will consider the recommendation made by the committee.

Minutes recorded by: Jeremy Christiansen

Community RelationsBulletin Boards, Display Case, and Posted Material

School bulletin boards, display cases, and posting areas are for the purposes of conveying information about school activities and programs to students, staff, and the visiting public as deemed appropriate by the respective principals; however, building principals may use their discretion on posting or displaying non-school related information which is not political or commercial in nature.

Upon request, a professional employees' organization, as defined by state law, shall be granted reasonable access to the physical or electronic mailboxes of certificated employees for purposes consistent with state law and Board Policy. The Superintendent or designee may establish reasonable, content-neutral procedures governing the time, place, and manner of such access to ensure that school business is not disrupted and that the District maintains employee privacy. A professional employees' organization shall also be permitted to provide information to certificated employees, including at employee meetings or orientation sessions, subject to reasonable administrative scheduling and oversight.

Legal Reference: Neb. Rev. Stat. ' 79-526 Board Authority for Supervision and Control

Date of Adoption: August 10, 2015
Date of Review: December 12, 2022
Date of Review: April 14, 2025
Date of Amendment: July 13, 2026

Students

Option Enrollment

Process and Timelines to Option In

For a student to attend Laurel-Concord-Coleridge School as an option enrollment student, the student's parent or legal guardian must submit an application to the Board of Education of Laurel-Concord-Coleridge School District between September 1 and March 15 for enrollment ~~during in~~ the following ~~and subsequent~~ school years (the "application period"), ~~unless otherwise permitted by law.~~

Upon receipt of an application, the Superintendent or the Superintendent's designee shall provide the resident school district or, if the student attends a different district as an option student, the option school district with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

Provisions for Waiver of Application Deadline

The application deadline ~~will~~ ~~may~~ be waived by the School District for applications to option into the Laurel-Concord-Coleridge School, provided that the application contains a release approval from the resident district or, if the student is an option student attending a different district, the option district attended by the student, and satisfies any other requirements of law. Further, the application deadline shall not be waived if the application is for enrollment in any program, class, grade level or school building or in any special education programs operated by this School District which have been determined by the School District to be at capacity in accordance with the capacity standards (Appendix "1"), and no waiver of the deadline shall be made for such an application regardless of whether such capacity determinations are declared invalid for any reason.

Rejection of Applications; Reasons

1. Capacity: An option enrollment application shall be rejected ~~in the event~~ ~~if~~ the capacity of a program, class, grade level, or school building or the availability of appropriate special education programs operated by the School District would be exceeded by ~~acceptance of~~ ~~accepting~~ the application, and an option enrollment application shall be rejected in the event ~~the application is for enrollment in a program, class, grade level, or school building which has been declared unavailable to option students due to lack of capacity.~~

The Director of Special Education shall review on a case-by-case basis all option applications for students that would receive or could be eligible to receive special education or related services. If the Director or designee determines that the District does not have the capacity to provide the student with the appropriate services and accommodations, then the Director or designee shall send a denial notice to the parent(s) or guardian(s) and include a description of services and accommodations that the District does not have the capacity to provide.

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2. Timeliness: An option enrollment application shall be rejected ~~in the event~~ **if** the application is not filed on or before the ~~April 1st immediately preceding the school year in which enrollment is sought~~, **March 15**, and the filing deadline has not been waived.
 3. Previous Option Enrollment: An option enrollment application shall be rejected ~~in the event~~ **if** the student has exhausted ~~their~~ **number of allowable** ~~option enrollments in other school districts, as determined by~~ **under** state law.
 4. Other Reasons: An option enrollment application may be rejected in the event the Superintendent, the Superintendent's designee, or the School District determines: The application is not ~~submitted on a form prescribed by the State Department of Education, is not~~ completely and accurately ~~filed in~~, **submitted**, is not received within the time required by law, or any additional information requested to be supplied is not supplied to the School District within the time lines indicated; or in the event acceptance of the application is not required by law. Matters which are legally prohibited from being considered as standards for acceptance or rejection of applications (including "previous academic achievement, athletic or extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings" and further including, without limitation, race, national origin, and gender) shall not be considered as reasons for acceptance or rejection.

Siblings

Notwithstanding anything to the contrary in this policy, the application of a sibling of a student who currently attends the District will be automatically accepted. For purposes of this policy, a "sibling" means a child residing in the same household on a permanent basis who has the same mother or father or who are stepbrother or stepsister to each other. The Superintendent or designee has the discretion to waive the deadline for a sibling's application received after the deadline.

Priority of Acceptance

Priority shall be ~~accorded in the following order: (1) first,~~ **afforded** to those applications required to be given priority by law, ~~(2) second, to those with a sibling in attendance at Laurel-Concord-Coleridge School, with priority within this group being given to those who had earliest filed applications, and (3) third to those without an option student sibling in attendance at Laurel-Concord-Coleridge School, with priority within this group to those who had earliest filed applications.~~

Filing date determinations are made by the Superintendent, or the Superintendent's designee. In the event applications within a group are received at the same or substantially **at** the same time, priority as between such same-date applications shall be determined on the basis of random drawing.

Determination of Capacity

The School District will determine and set, on an annual basis, the maximum number of option enrollment applications the School District will accept in any program, class, grade level or school building operated by this School District, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this School District will contract based on existing contractual arrangements, and may declare a program, class or school unavailable to option students due to lack of capacity. Such determinations may be made in the form of an Appendix "1" to this Policy. The determination and declaration made for any school year shall continue in effect for the next and subsequent school years unless otherwise determined and/or declared. The capacity for special education services shall be determined on a case-by-case basis as determined by the Director of Special Education or designee.

Releases for Options Out

Provisions for Release:

A request for release of a resident student or option student currently attending Laurel-Concord-Coleridge School who submits an enrollment option application after March 15 or any other statutory deadline will be granted unless the release shall not be granted if the administration is considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process.

The Superintendent or the Superintendent's designee is hereby authorized to execute such releases on behalf of the School District and the School District, subject to subsequent ratification by the School District.

Notification of Acceptance or Rejection

In the case of an application to option enroll into Laurel-Concord-Coleridge School, the Superintendent or the Superintendent's designee shall notify, in writing, the parent or legal guardian of the student and the resident school district or, if the student is an option student attending a different district, that option district whether the application is accepted or rejected on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

If an option enrollment application or a request for release is rejected by Laurel-Concord-Coleridge School, the Superintendent or the Superintendent's designee shall provide written notification to the parent or guardian stating the reasons for the rejection and the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

Status of Option Student

A student who is admitted under the enrollment option program shall be treated as a resident student, and in such regard shall be required to provide such enrollment information and documentation as is required for enrollment of other students (e.g., certified birth certificate and evidence of physical examination, visual evaluation and immunization), shall be required to be enrolled on a full-time basis, and shall be required to adhere to student conduct rules. The building assignment for an option student, as well as classroom and grade level assignments, shall be determined by the administration.

An option student shall not be entitled to transportation except as required by law. Transportation or transportation reimbursement will be provided in the following circumstances:

1. The Laurel-Concord-Coleridge School District may, upon mutual agreement with the parent or legal guardian of an option student, provide transportation to the option student on the same basis as provided for resident students. The school district may charge the parents of each option student transported a fee sufficient to recover the additional costs of such transportation.
2. Option students who qualify for free lunches are eligible for either free transportation or transportation reimbursement from the option school district. The District's policy is that the District selects which service (transportation or reimbursement) is to be provided to students.
3. For option students receiving special education services, the transportation services required in the student's Individualized Education Plan shall be provided by the resident school district.

Information Regarding Schools, Programs, Policies and Procedures.

As part of the option enrollment program, the administration shall make information about Laurel-Concord-Coleridge School and ~~its~~ the school, programs, policies and procedures available to all interested persons and shall have a copy of the option enrollment policy and regulations available at each school building.

Legal Reference: Neb. Rev. Stat. Sections 79-232 to 79-246

Date of Adoption: August 15, 2023

Date of Review: February 12, 2024

Date of Amendment: July 8, 2024

Date of Amendment: July 13, 2026

StudentsStudent Residence, Admission and Contracting for Educational Services

Students shall be admitted to the School District, upon request and without charge, who are:

1. Residents of the School District for purposes of school enrollment. A student is a resident of the School District if the student resides in the School District or at least one of the student's parents resides in the School District.
2. Homeless students. The following definition shall be used to determine which students fit this category:

A homeless individual is one who (1) lacks a fixed, regular, and adequate nighttime residence and (2) has a primary nighttime residence in a supervised publicly or privately operated shelter designed to provide for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings. The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained by an Act of Congress or State law.

3. Approved for option enrollment into the School District; or
4. Are otherwise legally entitled to enroll in the School District.

Students may be admitted to the School District, or continue in enrollment, where:

1. The student is not a resident of the School District and is a resident of Nebraska. Such enrollment shall be pursuant to a contract between the Boards of Education of the School District and the school district in which the student is a resident and upon the collection of tuition pursuant to such contract. The amount of tuition shall be no less than the average cost per pupil as determined by the previous year's financial report.
2. The student is not a resident of the School District and is a resident of another State. Such enrollment shall be subject to collection of tuition in advance at a rate determined by the School Board. The amount of tuition shall be no less than the average cost per pupil as determined by the previous year's financial report.
3. The student is participating in an approved Foreign Exchange Program.
4. The student is a child of a member of the military on active duty and residing on certain property ceded to the United States and stationed in, near or adjacent to the

School District, and children of employees of the federal government residing in Nebraska on national parks or national monuments within the State in, near or adjacent to the School District. Such discretionary admission shall be without charge for tuition.

5. The student's residency in the School District ceases during the school year. In such case, the student may be allowed to continue attending the School District for the remainder of that school year.

A child who is a ward of the state or court and (1) has been placed in the School District but had resided in a different school district at the time the child became a ward and does not reside in a foster family home, or (2) has been placed in an institution which maintains a State-approved special education program, may be enrolled in the School District to the extent required by law. In such event, costs of education and transportation are to be paid by the State, but not in advance. The child remains a resident of the school district in which the child resided at the time the child became a ward.

A child who is a ward of the state or court who resides in the School District in a foster family home licensed or approved by the Department of Health and Human Services ("Department") or a foster home maintained or used by the Department, remains a resident of the school district in which the child resided at the time the child became a foster child. This is subject to a determination being made in accordance with the Foster Care Review Act that the child will not attend such school district. If such a determination is made, the child is deemed to be a resident of the School District and will be admitted as a resident student.

A child who is not a ward of the state or court and who is residing in a residential setting in the School District for reasons other than to receive an education is subject to the following: First, if the residential setting does not maintain an interim-program school, the School District will provide the educational services to the child pursuant to a contract with the school district in which the child resided immediately prior to such placement, as and to the extent required by law. This is subject to the parent or guardian and such other school district agreeing to have such other school district provide the educational services. Second, if the residential setting does maintain an interim-program school, the child's educational services will be provided by the interim-program school without the School District's involvement. However, the School District may provide educational services to the child pursuant to a contract with the school district in which the child resided immediately prior to such placement.

All admissions are subject to the condition that admission requirements other than residency be satisfied to the extent required by law and that the School District is legally responsible for or authorized to admit the child or provide educational services to the child.

Restrictions on Transfer or Disenrollment During Certain Investigations

Notwithstanding any other provision of this policy, upon receipt of notice from the Department of Health and Human Services that a student is the subject of a report of child abuse or neglect involving the student's parent or guardian, the District shall not process or facilitate any request by such parent or guardian to transfer or disenroll the student for a period of 14 days following

the District's receipt of the notice, or until the District receives further direction from DHHS, whichever occurs first. If the District receives a request to transfer or disenroll the student during this period by the parent or guardian, the District will promptly notify DHHS.

Legal Reference: Neb. Rev. Stat. ' 79-215 (residency and admission)
Neb. Rev. Stat. ' 79-215 (children of military or federal
employee parent)
Neb. Rev. Stat. " 79-232 to 79-246 (option enrollment)
42 U.S.C. § 11431 et. seq. (McKinney–Vento Homeless Assistance Act)
NDE Rule 9
LB 937 (2026)

Date of Adoption: August 10, 2015
Date of Review: February 12, 2024
Date of Amendment: July 13, 2026

Students

Full-time and Part-time Enrollment

Full-time Enrollment

Students must be enrolled in Laurel-Concord-Coleridge School on a full-time basis. Full-time basis is defined as attending classes for the full instructional day within the public school system.

Exceptions are permitted only for:

1. enrolled students attending another state accredited institution such as a vocational-technical school or a college or university for school credit;
2. enrolled students taking the limited number of credits needed to graduate in the school year;
3. enrolled students in need of modified school attendance as an accommodation for a disability or similar unique circumstance;
4. enrolled students receiving special education services where the student's IEP requires a modified schedule, or non-enrolled students receiving special education services or other legally mandated services required to be provided to eligible resident children under state and federal laws and regulations;
5. students from other school districts participating in programs offered by the District pursuant to an interlocal agreement or other arrangement approved by the School Board; and
6. non-public school students in accordance with the policies and procedures set forth in this policy.

Part-Time Enrollment of Non-Public School Students

The School Board shall allow the part-time enrollment of students who are residents of the school district, **or admitted to the District pursuant to state law**, and who are also enrolled in a private, denominational, or parochial school or in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements. Such students are referred to herein as “non-public school students.”

The School Board establishes the following guiding principles for enrollment of non-public school students:

- (1) The primary school for a non-public school student is the student's private, denominational, parochial or home school.
- (2) Enrollment of a non-public school student in Laurel-Concord-Coleridge School is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.
- (3) Non-public school students are not to be given priority over full-time students.
- (4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
- (5) Enrollment of non-public school students is not to negatively affect the

educational services to be provided to full-time students.

The School Board establishes the following specific policies and procedures for enrollment of non-public school students. In the event the specific policies and procedures require interpretation or do not fully resolve an issue, the above established guiding principles are to be considered.

A. Non-Public School Student Enrollment Application Procedures.

1. Application. Parent or guardian must submit an Application of Non-Public School Student for Part-Time Enrollment to the principal of the school the student desires to attend.
2. Deadline for Applications. The application must be received by August 1st preceding the school year the student wishes to enroll.
 - a. Change of Residence Exception: The application deadline for a student who becomes a resident of the District after the school year has commenced is: 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be educationally appropriate.
 - b. High School Course Exception: The application deadline for a student who desires to enroll in a second semester high school course is December 1st.
3. Action on Applications. The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.
4. Appeals. The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information and the appeal may be denied in the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event good reason for delay exists. Good reason includes but is not limited to the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.
5. Annual Applications. Part-time enrollment is determined annually. Application must be made each school year. There will be no guarantee that enrollment will continue from one year to the next.

B. Non-Public School Student Admission

1. Admission Requirements. Students must meet the normal admission requirements. This includes the requirements that the student: be a resident of the District, be of school attendance age and not have graduated or have received a GED.
2. Admission Process. Students must complete the normal enrollment process and forms required by the District and/or the building for enrollment of all children. This includes the requirements relating to: birth certificates, immunizations, physical examinations, and visual evaluations.

C. Non-Public School Student Enrollment Standards

1. Maximum Enrollment. **Subject to Paragraph D.9. of this Policy**, students may not enroll in more than 2 middle school or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.
2. Capacity Limits. Enrollment will ordinarily be subject to capacity limits. Any grade level, program, or course which has been determined to be at capacity for option enrollment purposes will not ordinarily not be available for non-public school students.
3. Integrated Courses. Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.
4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.
5. Selection of Courses. Subject to Paragraphs 1 through 4 of this Paragraph C, and all other applicable provisions of this Policy, non-public school students may select their courses.

D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students except where

appropriate to reflect their part-time status.

2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.
3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, ~~including as applicable State or District-wide assessments, as full-time students~~.
4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.
5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism as defined in Board policy are to be reported under the truancy laws.
6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times required for their attendance in the program or course in which they are enrolled. Exceptions may be made at the discretion of the principal or the principal's designee. Students must sign in and out of the school by following the building level procedure. Students are responsible for being aware of any changes in the school schedule during inclement weather or for other reasons.
7. Transportation. Students enrolled on a part-time basis are not entitled to transportation or transportation reimbursement, unless otherwise required by law. Full-time students will be given first consideration for parking on the high school campus.
8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for example, class rank and honor roll) except to the extent the student meets all requirements of the District's policies for such, including attainment of minimum credits and semesters of attendance.

9. Extracurricular Activities. Any student who is a resident of the District and who is enrolled in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements may participate in any of the District's extracurricular activity programs to the same extent and subject to the same requirements, conditions, and procedures as a full-time student in the District. Non-resident students may only be admitted on a part-time basis or permitted to participate in a school-sponsored extracurricular activity when required by law. The District's Activities Director will coordinate with the student's parent or guardian to secure assurances of compliance with these expectations. ~~Any student covered by this subsection must enroll in five credit hours through the District in the semester in which the student participates in an extracurricular activity.~~ There shall be no preference given to any student participating in any extracurricular activity based off their status as a full-time or part-time student. Part-time students will be expected to comply with the same or similar expectations as full-time students to participate in any activity, including team rules. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws.

Part-time students participating in extracurricular activities shall meet the following enrollment requirements, consistent with state law:

- (a) For activities regulated by an athletics or activities association (including the Nebraska School Activities Association), the student shall be enrolled in five credit hours offered by the District during each semester of participation. The student may elect to enroll in more than five credit hours.
- (b) For activities governed by a national or state organization other than the NSAA, the student shall be enrolled in the minimum number of credit hours required by such organization. The student may elect to enroll in more than five credit hours.
- (c) For activities not governed by the NSAA or a national or state organization, the student must enroll in at least five credit hours or the equivalent for middle school students.

Legal Reference: Neb. Rev. Stat. Sec. 79-2,136 and Sec. 79-526
LB 705, § 75
Title 92, Nebraska Administrative Code, Chapter 10

Date of Adoption: August 10, 2015
Date of Amendment: August 14, 2023
Date of Review: February 12, 2024
Date of Amendment: July 14, 2025
Date of Amendment: July 13, 2026

Business OperationsRecords Management and Disposition

1. General Standard. Records should generally be organized, managed, retained and disposed of in accordance with law and the Secretary of State's schedules for retention and disposition of public records.
2. Records Officer. The Superintendent is hereby designated as the records officer of the school district for purposes of this policy. Any questions about the type or category of a record or the required retention period for it should be addressed to the records officer.
3. Electronic Records, Messages, and Data. District records may be created, stored, and maintained in paper or electronic format. Electronic records may include, but are not limited to, (a) email and other electronic communications; (b) digital documents and databases; (c) audio and video recordings; and (d) cloud-based and third-party hosted data. Electronic communications, documentation, and data are District records when they relate to District business and will be retained in accordance with the applicable record retention schedules. Due to system storage limitations, certain categories of electronic data (such as surveillance video or system logs) may be retained for shorter periods than other records, unless required to be preserved by law or otherwise determined by the Superintendent or designee. The District will implement reasonable measures to ensure that electronic records remain accessible, retrievable, and secure for the duration of their required retention period. Employees are responsible for retaining records within their control when they are aware, or reasonably should be aware, that such records may be subject to a records request, audit, investigation, or possible litigation. ~~The District's server(s) have storage limitations. Certain types of files (like emails) may be retained for longer than other types of files (like video recordings) due to these storage limitations. In situations where the District is promptly made aware of the need to save a certain file, the District may take steps to download or save such file before the file is eliminated.~~
4. Litigation Holds. When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue.

As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue. Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

The litigation hold directive overrides any records retention schedule that may otherwise

call for the disposition or destruction of the records until the litigation hold has been lifted.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

5. Settlement Agreements

A public written or electronic record of all settled claims shall be maintained.

The record for all such claims settled in the amount of fifty thousand dollars or more (or one percent of the total annual budget of the School District, whichever is less) shall include a written executed settlement agreement. The settlement agreement shall contain a brief description of the claim, the party or parties released under the settlement, and the amount of the financial compensation, if any, paid by or to the School District or on its behalf. Any such settlement agreement shall be included as an agenda item on the next regularly scheduled public meeting of the School Board for informational purposes or for approval, if required.

Any such settled claim or settlement agreement shall be a public record. Nonetheless, specific portions of the record may be withheld from the public to the extent permitted or provided by statute.

Legal Reference: Neb. Rev. Stat. " 84-712 through 84-712.09
 Neb. Rev. Stat. " 84-1201 to 84-1227
 Laws 2010, LB 742
 State Records Administrator Guidelines:
 Schedule 10: Records of Local School Districts (Feb. 1989)
 Schedule 24: Local Agencies General Records (March 2005)

Date of Adoption: August 10, 2015
Date of Amendment: August 11, 2020
Date of Review: June 12, 2023
Date of Amendment: July 13, 2026

RESOLUTION

WHEREAS, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications by October 15th for the following school year; and,

WHEREAS, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs for the following school year; and,

WHEREAS, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

NOW, THEREFORE, BE IT RESOLVED that the Option Enrollment Policy presented to the School Board as Policy 5006, and Appendix "1" to such Policy 5006, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 5006, and Appendix "1" to such Policy 5006, are repealed effective on the date of the passage of this resolution,

BE IT FURTHER RESOLVED that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 5006, and Appendix "1" to such Policy 5006 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

BE IT FURTHER RESOLVED that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

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

The following members voted against the same: _____.

The following members were absent or not voting: _____.

The Resolution having been consented to and approved by a majority of the members of the School Board, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

DATED this ____ day of _____, 20__.

Laurel-Concord-Coleridge School

By: _____
President

Attest: _____
Secretary

Appendix “1” to Option Enrollment Policy

The following is Appendix “1” to Policy 5006 for the current school year. The Board of Education hereby sets forth the maximum number of option students for the current school year in any program, class, grade level or school building or in any special education programs operated by this school district, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Any program, class, grade level, or school building which has “0” as the No. of Option Students is hereby declared unavailable to option students due to lack of capacity.

PROGRAM	PROGRAM CAPACITY	PROJECTED ENROLLMENT	NO. OF OPTION STUDENTS
Kindergarten			
First			
Second			
Third			
Fourth			
Fifth			
Building Capacity, Elementary			
Sixth			
Seventh			
Eighth			
Building Capacity, Middle School			
Ninth			
Tenth			
Eleventh			
Twelfth			
Building Capacity,. High School			

* Special education capacity will be determined on a case-by-case basis in accordance with state law and the available resources as determined by the District’s Director of Special Education or designee.

**** Siblings of current option students are exempt from any capacity limits.**

Internal Board Policies - Methods of OperationDesignated Method of Giving Notice of Meetings

The Board of Education will give advance notice of meetings by a method designated by the Board at the Board's organizational meeting each January, or as otherwise determined by the Board. The designated method will be recorded in the Board's meeting minutes.

In addition, at least four times per calendar year, the Board will publish in a newspaper of general circulation the following information: (1) the regular meeting schedule, (2) the location of regular board meetings, and (3) the method of advanced notice designated by the Board. Notwithstanding the foregoing, the Board reserves the right to change the regular meeting schedule or location if circumstances require such a change. ~~one of the following methods:~~

- ~~1. Publishing in a newspaper of general circulation within the District's jurisdiction, posting on the newspaper's website, if available, and posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers; or~~
- ~~2. Posting to the newspaper's website, if available, and posting to a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of the newspaper will be finalized for print prior to the time and date of the meeting.~~

~~The Superintendent is delegated the authority to determine which method of notice to use for a board meeting.~~

~~If a newspaper refuses, neglects, or is unable to timely publish such notice, then notice may be given by (1) posting on the District's website, (2) posting notice on the statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (3) posting such notice in a conspicuous public place within the District. The Board Secretary shall keep a written record of such postings.~~

Notice shall be given a reasonable time in advance of the meeting. Two (2) days advance notice shall be considered sufficient.

For an emergency meeting, notice shall not be required to be given; however, the Board will complete minutes for such an emergency meeting as required by law. An emergency has been defined as any event or occasional combination of circumstances which calls for immediate action or remedy; pressing necessity; exigency; a sudden or unexpected happening; an unforeseen occurrence or condition.

The Secretary of the Board of Education, or the Secretary's designee, shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to such news media of the time and place of each meeting and the subjects to be discussed at the meeting.

Legal Reference: Neb. Rev. Stat. §§ 79-554; 79-555 and 84-1411

Date of Adoption: August 10, 2015

Date of Amendment: July 8, 2024

Date of Amendment: July 14, 2025

Date of Amendment: July 13, 2026

Internal Board Policies - OrganizationAnnual Organizational Meeting

- A. An organizational meeting of the Laurel-Concord-Coleridge School District Board of Education shall be held on or before the third Monday of January of each year for the purposes of seating any new members and electing officers and may be conducted as part of the regular monthly Board meeting.

The following are procedures for election of officers and other business to take place at the annual organizational meeting of the Board:

1. After new Board members are sworn in, the Board will elect from its members a President, Vice President, Secretary and Treasurer, and if it is determined by the Board of Education to be needed an ex officio secretary and treasurer and those elected will assume office at the organizational meeting.

Upon call for nominations for each office by the Chair, nominations shall be made by written or oral ballot. Voting will be by oral or written ballot on all members nominated and repeated until a majority is achieved for a nominee. The vote may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes of the meeting.

2. The President shall assume the chair immediately upon the President's election.
3. The motions for the officer elections should read: Move that _____ be elected as _____ (name of office) to serve a term of one year, or until the person's successor is elected and qualified.

- B. The order of business for the annual organizational meeting should be as follows:

1. Oath of office for most recently elected
2. Elections
 - a. President
 - b. Vice President
 - d. Secretary
3. Approval of committees, positions, and designations
 - a. Consider, discuss and take action to elect/appoint Recording Secretary for the BOE
 - b. Consider, discuss and take action to appoint Treasurer
 - c. Consider, discuss and take action to select Legal Counsel
 - d. Consider, discuss and take action to select Depository bank(s)
 - e. Consider, discuss and take action to identify the method of

~~advance notice of Board meetings Consider, discuss and take action to
select District newspaper(s) of record~~

4. Board President accepts input from members regarding Committee interest and appointments.
5. Dissemination to each Board member of Conflict of Interest statutes

Legal Reference: Neb. Rev. Stat. §§ 77-2350 and 77-2350.01

Date of Adoption: August 10, 2015

Date of Amendment: August 14, 2017

Date of Amendment: November 11, 2024

Date of Amendment: July 13, 2026

StudentsGraduation

To participate in commencement exercises or receive a Laurel-Concord-Coleridge School diploma a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions, **except as otherwise required by state law**. Students who graduate from Laurel-Concord-Coleridge School must accumulate 250 hours. The total graduation requirements must include the following core curriculum:

English	40 Hours	4 Years
Social Sciences	30 Hours	3 Years
American History (11-12) Required		
US Government (11-12) Required		
Mathematics	30 Hours	3 Years
Science	30 Hours	3 Years
Physical Education/Health (9)	10 Hours	1 Year
Financial Literacy (11-12)	5 Hours	1 Sem
Computer Science	5 Hours	1 Sem
Electives	100 Hours	
Minimum	250 Hours	
Community Services – 4 hour average per year	16 Hours	

For students transferring in from another district, requirements will be reviewed individually. Students enrolling during their senior year will need 220 credits (4 hours community service), students enrolling during their junior year will need 230 credits (8 hours community service), and students enrolling during their sophomore year will need 240 credits (12 hours community service).

*All community service projects must be cleared with the principal's approval. All community service projects must have an adult's signature verifying the hours. A form is available at the high school office. One hour will be given for Blood Donation.

*In the Math area, Algebra I taken in the 8th grade may be counted as high school credit if the student completes 4 additional years of math in grades 9-12. Credit will be given but the grade will not be figured into the student's GPA.

*College courses taken for dual credit will be awarded high school credit at 5 credits per semester. The Board of Education waives any of the above requirements if a student elects to take a course for college credit.

*In addition, every student must complete at least one five-credit high school course in personal finance or financial literacy prior to graduation.

*In addition, every student must complete at least one five-credit high school course in computer science prior to graduation.

*In the area of Social Sciences, each student must complete courses in both American History and US Government prior to graduation. These course requirements may be met through college courses taken for dual credit but still must be American History and US Government courses.

*Each student shall also complete and submit a Free Application for Federal Student Aid prior to graduation, unless the required opt-out form is completed by either: (1) the student's parent or legal guardian; (2) the Principal, if the Principal determines that good cause exists not to require the student to complete the FAFSA; or (3) an emancipated student or student of at least 19 years of age.

Notwithstanding any other provision of this policy, a student who is or was under the jurisdiction of a juvenile court and placed in out-of-home care at any time during the student's high school enrollment shall be eligible to graduate from the District if (1) the student, at any point in time, was enrolled in high school in the District, and (2) the student has met the minimum graduation requirements established by state law.

Although not academic in nature, there are certain behavioral expectations that will be held as graduation requirements. Among these would be appropriate appearance and behavior at school functions and ceremonies such as graduation exercises. Students should be aware that diplomas may/will be released only after all requirements have been met. This would include any financial debts, disciplinary actions and the graduation ceremony itself.

Legal Reference: Neb. Rev. Stat. § 79-729
 NDE Rule 10

Date of Adoption: August 10, 2015
Date of Amendment: August 15, 2023
Date of Amendment: July 8, 2024
Date of Amendment: May 12, 2025
Date of Amendment: July 13, 2026

StudentsStudent Discipline

- A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, 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 upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.
1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:
- a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
 - b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing (i) the student's conduct, misconduct, or violation of the rule or standard ~~and~~; (ii) the reasons for the action taken; (iii) the actions taken by the school to attempt to address or alleviate the behavior prior to suspension; (iv) resources the school is able to provide or recommend to assist the student; and (v) how the school plans to address the behavior moving forward, including strategies to maximize the student's continued participation in school.

- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.
 - e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
- 2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. ~~The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.~~ The notice will include a description of (i) the student's conduct, misconduct, or violation of the rule or standard; (ii) the reasons for the action taken; (iii) the actions taken by the school to attempt to address or alleviate the behavior prior to suspension; (iv) resources the school is able to provide or recommend to assist the student; and (v) how the school plans to address the behavior moving forward, including strategies to maximize the student's continued participation in school.
- 3. Expulsion:
 - a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. ~~The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.~~ The notice will include a description of: (i) the student's conduct, misconduct, or violation of the rule or standard; (ii) the reasons for the action taken; (iii) the actions taken by the school to attempt to address or alleviate the behavior prior to suspension; (iv) resources the

school is able to provide or recommend to assist the student; and (v) how the school plans to address the behavior moving forward, including strategies to maximize the student's continued participation in school.

- b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.
- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will

provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

- g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.
 - h. Exception for Pre-Kindergarten through Second Grade Students. Notwithstanding the foregoing, ~~no a~~ pre-kindergarten through second grade student ~~may~~ **shall not** be suspended ~~from school~~, unless the student **(1)** brings a deadly weapon ~~onto school grounds, in a school vehicle, or to~~ a school activity. ~~Instead,~~ or **(2)** engages in violent behavior capable of causing physical harm to another student or school employee. In all other circumstances, the Principal or ~~Principal's designee~~ **may shall** implement **appropriate** alternative disciplinary measures on a case-by-case basis ~~if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade:~~ **A student who** brings a deadly weapon ~~on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or~~ **may be** expelled in accordance with this Policy's disciplinary procedures.
 - i. Religious Freedom. The District will not substantially burden a student's right to religious exercise unless the student's religious exercise is disruptive to the school environment, not permitted by staff, may pose a safety risk, or would otherwise interfere with the school day.
4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
- 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 himself, herself, 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 described above.

If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing is to be held and a final determination made within ten school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, 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. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.
- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event. **Mandatory reassignment shall be subject to the same procedural requirements and protections as long-term suspension and expulsion.**

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct. This includes "deep fakes" or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.

11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes, including (but not limited to) a violation of the District's dress code and electronic communication device rules.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Willfully violating the behavioral expectations for riding school buses or vehicles.
16. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
17. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) 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; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

For purposes of this policy, the term “dangerous weapon” includes any personal safety or security device (such as tasers, mace and pepper spray). If a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device on school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student’s locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is reasonably forecasted to interfere with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
 - a. Clothing that shows an inappropriate amount of bare skin or underwear (midribs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
 - b. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
 - c. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).

- d. Head wear and head coverings, including hats, caps and hoods.
- e. Clothing or jewelry, which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
- f. Clothing or jewelry that is gang related.
- g. Bare feet (Some type of footwear must be worn at all times.)

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration. Further, students will also be permitted to wear attire, including religious attire, natural and protective hairstyles, adornments or other characteristics associated with race, national origin, or religion, as long as the attire does not interfere with the educational process and does not endanger another person, as determined by the administration.

No student shall be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin.

No school staff shall permanently or temporarily alter or cut a student's hair.

The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

A student dress code violation will be treated as a minor rule violation and may not require the student to miss substantial classroom time, instructional time, or school activities. However, a repeated violation of school rules may subject the student to further discipline, as outlined in this Policy.

2. Academic Integrity.

- a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to

provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:

(1) “Cheating” means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

(i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.

(iv) Use of Other Student to Take Test: Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(v) Misrepresenting Need to Delay Test: Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student

engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

(iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

(2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without

full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

- (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
- (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
- (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

- (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
- (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
- (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Communication Devices

- a. Philosophy and Purpose. Laurel-Concord-Coleridge School strongly discourages students from bringing and/or using electronic communication devices at school. The use of electronic communication devices can be disruptive to the educational process and are

items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic communication devices, the District hereby establishes the following rules and regulations governing student use of electronic communication devices, and procedures to address student misuse of electronic communication devices.

b. Definitions.

- i. “Electronic Communication Devices” means any device which transmits by electronic means any writing, sound, visual image, or data of any nature to another electronic communication device. Electronic communication devices include a cell phone.
- ii. “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic communication device, a text message, photograph, video, or other medium that:
 1. Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
 2. Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph, or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene, or pornographic photography, films, or depictions; or,
 3. Displays a sexually explicit message for sexual gratification, flirtation, or provocation, or to request or arrange a sexual encounter.

c. Possession and Use of Electronic Communication Devices.

- i. Unless expressly approved by the teacher, school staff member, or a school administrator, electronic communication device usage, including but not limited to, cell phones, smart watches/bands, and wired or wireless headphones/earbuds, is restricted during instructional class time, independent work times, and study hall periods.
- ii. A student is permitted to possess and use electronic communication devices before school hours (high school and middle school), at lunchtime (high school only), at their locker during passing periods (high school only), and after school hours (high school and middle school), provided that the student not commit any abusive use of the device (see paragraph d. Violations (i)). Administrators have the discretion to prohibit student possession or use of electronic communication devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.
- iii. Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan.

d. Violations

i. Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) or otherwise transmitting images and/or sounds of another

person or persons, without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) “sexting;” or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

ii. Disposition of Confiscated Electronic Device

1. Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school’s main office to be identified, placed in a secure area, and returned to the student and/or the student’s parent/guardian at the end of the school day.
 - a. First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school’s main office and retrieves the electronic device at the end of the school day
 - b. Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student’s parent/guardian personally comes to the school’s main office and retrieves the electronic device.
 - c. Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student’s parent/guardian personally comes to the school’s main office and retrieves the electronic device.
 - d. Subsequent Violations: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until at least the conclusion of the school day and as the student’s

parent/guardian personally comes to the school's main office and retrieves the electronic device. Additionally, Detention, ISS, or OSS may be assigned.

(3) Penalties for Prohibited Use of Electronic Devices: Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:

(i) Students found in possession of a "sexting" message shall be subject to a one (1) day suspension from school.

(ii) Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.

(4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

(5) Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

1. 1st Offense: Student will be confronted and directed to cease.
2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

- F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:
- a. Seeds are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be consumed outside.
 - a. Students are expected to bring all books and necessary materials to class. This includes study halls.
 - a. Assignments for all classes are due as assigned by the teacher.
 - a. Students are not to operate the mini-blinds or the windows without permission of the teacher.
 - a. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
 - a. Students are to be in their seats and ready for class on the tardy bell.
 - a. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
 - a. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
 - a. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
 - a. Snow handling is prohibited.

G. Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student’s maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student’s parent of the fact that the referral to legal authorities has been or will be made.
The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to

make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296
LB 43 (2024)
Neb. Rev. Stat. Section 79-2,160

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StudentsStudent AttendanceAttendance Policy and Excessive Absenteeism

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations, and all staff are expected to implement this policy and administrative rules and regulations to encourage regular and punctual student attendance. The District will maintain an accurate record of student attendance.

A. Attendance and Absences.

1. **Circumstances of Absences – Definitions.** The circumstances for all absences from school will be identified as School Excused or Not School Excused. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/or death in the family, typically require advance approval.
 - a. **School Excused.** Any of the following circumstances that lead to an absence will be identified as a *School Excused* absence, provided the required attendance procedures have been followed:
 - (1) Impossible or impracticable barriers outside the control of the parent or child prevent a student from attending school. The parent may be required to provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness, (including physical or mental illness), court, death of a family member, or suspension.
 - (2) Other absences as determined by the principal or the principal's designee.
 - b. **Not School Excused.** Absences that are not school excused may result in a report to the county attorney and may be classified as follows:
 - (1) Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. This includes, but is not limited to, illness, vacations, and medical appointments.
 - (2) Other absences are those in which the parent has not communicated a reason for the student's absence.

2. Absence Procedure. In its Student Information System, the District may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.

A student will not be allowed to enter class after an absence until an admit slip, based upon a written or verbal parental excuse, is issued by the Principal's office.

Two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work.

3. Mandatory Ages of Attendance. A child is of mandatory age if the child will reach age 6 prior to January 1 of the then-current school year and has not reached 18 years of age.

Exceptions for Younger Students. Attendance is not mandatory for a child who has reached 6 years of age prior to January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the school district in which the child resides an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or (3) has reached the age of 16 years and has been withdrawn from school in the manner prescribed by law.

Early Withdrawal for Students Enrolled in Accredited or Approved Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.

Exit Interview. The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the Commissioner of Education. Upon submission of the form, the Superintendent or Superintendent's designee shall set a time and place for an exit interview if the child is enrolled in Laurel-Concord-Coleridge School or resides in

the Laurel-Concord-Coleridge School District and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

- The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
- the person who has legal or actual charge or control of the child who requested the exit interview;
- the Superintendent or Superintendent's designee;
- the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district; and
- any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school.

At the exit interview, the person making the written request must present evidence that (a) the person has legal or actual charge or control of the child and (b) the child would be withdrawing due to either:

- financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child, or
- an illness of the child making attendance impossible or impracticable.

The Superintendent or Superintendent's designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person making the written request may sign a withdrawal form provided by the school district agreeing to the withdrawal of the child OR may rescind the written request for the withdrawal.

Withdrawal Form. Any withdrawal form signed by the person making the written request shall be valid only if:

- the child also signs the form, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable, and
- the Superintendent or Superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the

Superintendent or Superintendent's designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

4. Reporting and Responding to Excessive Absenteeism. Any District staff member or board member who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent or Superintendent's designee to be the attendance officer. The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend school.
5. Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter which are Not School Excused shall be deemed to have "excessive absences." Such absences shall be determined on a per day (or hourly equivalent) basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, school officials will have verbal or written communication with the person or persons who have legal or actual charge or control of any child.

When a student continues thereafter to have absences of at least twenty days which are Not School Excused and the absences are of concern due to the effect of the absences on the student's academics, the student's attendance history, the time of the school year, the reasons for the absences, or other circumstances, one or more meetings will be held between the school (a school attendance officer, a school administrator or his or her designee, and/or a social worker), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall include, if agreed to by the person who is responsible for making educational decisions on behalf of the child, an educational evaluation to determine whether any intellectual, academic, physical, or social-emotional

barriers are contributing factors to the lack of attendance. The plan shall also consider, but not be limited to:

- (a) The physical, mental, or behavioral health of the child.
- (b) Educational counseling;
- (c) Referral to community agencies for economic services;
- (d) Family or individual counseling; and
- (e) Assisting the family in working with other community services.

If the parent/guardian refuses to participate in such meeting, the principal shall place documentation of such refusal in the child's attendance records.

6. Reporting Excessive Absenteeism to the County Attorney.

The school may report to the county attorney of the county in which the person having control of the student resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) **unexcused** absences per school year. The school shall notify the child's family in writing prior to making the referral to the county attorney. ~~Illness (including physical or mental illness) that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.~~ **Absences due to illness, including physical or mental illness, that make attendance impossible or impracticable, and that are documented by a credentialed health professional, shall not be the basis for referral to the county attorney. In cases of chronic illness, such documentation will be reviewed each semester.**

Legal Reference: Neb. Rev. Stat. Sections 79-201 and 79-209

Date of Adoption: December 14, 2020

Date of Review: February 12, 2024

Date of Amendment: July 8, 2024

Date of Amendment: July 13, 2026



LAUREL-CONCORD-COLERIDGE BEARS

502 Wakefield
PO Box 8
Laurel, NE 68745-0008
402-256-3133

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Agreement for Cooperative Sponsorship

This Agreement is made between/among the School Boards of:

Head School
Laurel-Concord

Edit Resolution and Enrollment

Cooperative Me...
Allen

Edit Resolution and Enrollment

Cooperative Me...
Emerson-Hubk

Edit Resolution and Enrollment

Cooperative Me...
Member Schoc

Edit Resolution and Enrollment

The parties agree as follows:

1. **Joint Application.** The above-named governing boards shall jointly make an application to the Nebraska School Activities Association (NSAA) Board of Directors before July 1, 2025 for fall activities; October 1, 2025 for winter activities; and January 1, 2026 for spring activities for approval for cooperative sponsorship of a joint high school program.

Please check the activity or activities nondestructive which you are applying for cooperative sponsorship.

Fall	Football	Volleyball	Boys Cross-Country	Girls Cross-Country	Girls Golf	Boys Tennis	Softball	Unified Bowling
Winter	Boys Swimming	Girls Swimming	Boys Wrestling	Girls Wrestling	Boys Basketball	Girls Basketball	Boys Bowling	Girls Bowling
Spring	Debate	Baseball	Boys Track	Girls Track	Unified Track	Girls Tennis	Boys Golf	Boys Soccer
Other	Vocal Music	Instrumental Music	Journalism					

2. **Term.** This agreement shall be in effect for the following school years:

- ☐ 2025-2026
- ☒ 2026-2027

☐ 2027-2028

☐ 2028-2029

3. **Agreement to Cooperate.** If the joint application is approved by the NSAA Board of Directors, the above-named governing boards agree that they will cooperatively sponsor the combined program in the school years specified, provided that nothing in this provision shall be deemed to require that the governing boards offer that combined program at all in any particular year.
4. **Terms and Conditions of Cooperative Sponsorship.** Any combined program shall be cooperatively sponsored upon the following terms and conditions:

Head School:	Laurel-Concord-Coleridge
Team Name: ⓘ	Laurel-Concord-Coleridge
Mascot:	Bears
Primary Team Color:	☐ Burnt Orange Clear
Secondary Team Color:	☐ Black Clear
Tertiary Team Color:	☐ Black Clear

Contracts. Except as otherwise provided herein, contracts related to the cooperatively sponsored team with groups such as referee associations, with individuals, or with other schools or school districts, shall be made by the governing board of **Laurel-Concord-Coleridge** after consultation with the governing board of the cooperating school district. ***In the event this co-op qualifies for reimbursement for any state championships, the check should be written to the head school.***

5. **Interdistrict Advisory Board.** An Interdistrict Advisory Board may be formed from members of the schools to work on the improvement of the various co-sponsored programs.
6. **Resolution of Disputes.** Any disputes related to this Agreement, or items in this Agreement requiring clarification, will be investigated by the school superintendents from each school, and they will present their findings and recommendations to their respective boards.
7. **Term, Dissolution.** The term of this Agreement shall be for school years **2026-2027** through **2026-2027**. The Agreement shall terminate at the end of the last school year specified, unless extended by mutual agreement. If the parties determine to extend the Agreement beyond the period specified, they agree to submit a *Cooperative Program Renewal Agreement* form to the NSAA Board of Directors prior to July 1 for fall activities; October 1 for winter activities; and January 1 for spring activities, preceding the

school year or season in which the co-op program is to be implemented. If the parties determine to dissolve the Agreement at an earlier date, they agree to submit a request in writing from both schools signed by the Superintendent and Board Chairperson prior to July 1 for fall activities; October 1 for winter activities; and January 1 for spring activities. If the early dissolution of the Agreement is not approved, the combined program must be offered cooperatively, or not at all, during the remaining terms of the Agreement.

8. **Liability Insurance.** Nothing contained in this Agreement shall relieve any party to this Agreement from liability for its negligence or that of its officers, agents, and employees. Each party shall carry a minimum liability insurance limit in the amount of \$ for any one liability occurrence and carry a minimum aggregate liability insurance limit of \$ for any accumulation of liability occurrences that may occur during the insured policy period. The policy shall name the officers, agents, and employees of the other party as named insured. Each party shall provide the other party with a certificate evidencing such insurance coverage.

Submitting this form will take you to your school's Resolution Form **AND** alert the **schools above** they need to review this form and complete their portion too. You will need to complete your school's Resolution Form. You **will not be able to edit this form** once you press the Submit button.

Submit

Back

Resolution

Board Member

Board Member's Name

introduced the following resolution and moved for its adoption.

WHEREAS a proposed Agreement has been negotiated and drafted regarding the cooperative sponsorship of a joint high school program.

WHEREAS a copy of the proposed draft is attached and incorporated by reference.

NOW, THEREFORE, BE IT RESOLVED by the School Board of **Laurel-Concord-Coleridge** as follows:

1. That the attached Cooperative Sponsorship Agreement is hereby approved;
2. That the Chair and Clerk are hereby authorized to execute the attached Cooperative Sponsorship Agreement and to make the required application to the Board of Directors of the Nebraska School Activities Association; and
3. That this resolution shall be effective only upon the adoption of a similar resolution by the Governing Board(s) or School Board(s) of the cooperating school(s) or school district(s).

The motion for adoption of the foregoing resolution was duly seconded by Board Member

Board Member's Name

and upon vote being taken thereon, the following voted in favor thereof:

Board Members voting FOR resolution

and the following voting against the same:

Board Members voting AGAINST resolution

whereupon said resolution was declared duly passed and adopted.

Chair, Board of Education

Clerk, Board of Education

May 22, 2026

To the LCC Board of Education and Administration-

At the conclusion of the 2025-2026 school year we have had three teachers request days from the LCC Sick Bank. The two requests that were approved were:

Jennifer Backer, requested 1.5 days (12 hours)

Erica Mogensen, requested 40 days

The LCCEA Sick Bank Committee has approved 20 days of the requested 40 days for Erica Mogensen. We are requesting that the board of education approve the remaining 20 days needed over the 20 we are able to approve for Mrs. Mogensen.

Mrs. Mogensen has offered in her letter to submit any additional forms, physician statements, or documentation from during her maternity leave necessary to show reasoning for using days if requested by the board.

Our sick bank began the year with a balance of 351.125 days. 78 days were donated to the sick bank by 39 teachers, giving us a balance of 429.125 currently.

With the 21.5 days approved by the association we will begin next year at a total of 407.625 days. Or a balance of 387.625 days if the other 20 days are approved by the board.

If you have further questions, please let me know.
Thank you for your time,

Laura Nordby
LCCEA Sick Bank Coordinator

2026-27 ESU1 Local Area Network Technology Support Service Agreement

This Agreement is made and entered into on June 5, 2026 by and between School/District LAUREL-CONCORD-COLERIDGE SCHOOL and Educational Service Unit 1 ("ESU 1"), Wakefield, Nebraska.

Whereas, the Nebraska Department of Education Rules and Nebraska statutes permit School Districts to contract with ESU 1 for the provision of specific programs and services; and Whereas, the School District and ESU 1 wish to formalize their agreement for the delivery of such services; Now, therefore, in consideration of the mutual agreements set forth herein, the parties agree as follows

1. Term of Agreement. This Agreement shall be in effect for a period of twelve months to begin August 1, 2026 and end July 31, 2027 unless early termination is mutually agreed upon, in writing, by both parties

2. Scope of Services. Support Services are limited to support for Local Area Network related issues inside the school district's firewall. Hours of service are between 8:00am - 4:30pm Monday through Friday, and work day is limited to a maximum of 8 hours. Additional hours or a temporary change in hours of service may be requested by advance written notice to the other party. All hours provided in addition to the amount stated herein will be billed at the same rate as provided herein. Traveling from ESU 1 to the school district and returning to ESU 1 will be included as part of the support service hours. Remote service support will be prioritized as necessary for school districts that have contracted with ESU 1 for annual support.

The ESU 1 contract service will provide support for the following:

- Troubleshooting and resolving IT issues
- Help configure and maintain filtering rules
- Document technology processes and procedures
- Provide contract recommendations for hardware, service and maintenance
- Facilitate a schoolwide IT and/or cybersecurity training program
- Inventory management
- Provide short and long range planning
- *Assist with technology budget and make recommendations for purchases
- *Assist with developing schedules for technology maintenance and updates
- *Assisting with developing business continuity and disaster recovery plans

3. Fees & Payment Schedule. ESU 1 agrees to deliver Local Area Network support services to the contract school district per a scheduled basis based on support rates outlined in this agreement. Fees are based on the annual cost of salary, benefits, travel, equipment and training expenses related to obtaining qualified staff to produce the service. The scope of services and the fees shall be reviewed annually to address any necessary adjustments or modifications. Fees for services rendered will be invoiced to the school district in arrears on a quarterly basis.

The fee shall total \$16,500.00 for the duration of this agreement, with a calculated rate of \$550.00 per day.

Billing during this agreement will be four equal payments:

- November 1 (Aug, Sept, Oct)
- February 1 (Nov, Dec, Jan)
- May 1 (Feb, Mar, Apr)
- August 1 (May, Jun, Jul)

In the event additional services are rendered that exceed the scope outlined in this agreement, those services will be billed at the daily rate.

4. Service Schedule. A school district in ESU 1 contracting this service must determine how many days of service are needed prior to the start of the agreement to allow ESU 1 to allocate staff accordingly. School Districts may pick which day(s) of the week they would like to receive services on a first-come, first serve basis.

ESU 1 will perform this service on-site (30 days) starting on August 1, 2026 and concluding July 31, 2027.

5. Closings & Absences. In the event where the School District is closed or otherwise unavailable on a pre-scheduled day, the School District will still be assessed a fee or services. In the event of an ESU 1 employee unable to visit on-site at the school district due to an absence (illness, personal leave, vacation, bereavement or any authorized leave), ESU 1 will make every attempt to make-up the missed day. Virtual billable support to the school district will not be reduced due to closings or an absence.

6. Personnel Choice. ESU 1 retains the right to designate personnel to provide services.

7. Non-Payment. If for any reason the school district does not pay as agreed, ESU 1 may cancel this contract forthwith, without notice, refuse further services to said district, but the district shall not be relieved from paying for services rendered by the ESU 1 to the said district to the date of termination of service.

8. Point of Contact. The School District agrees to identify an Authorized Point of Contact (POC) and to communicate all service requests only through the POC to the ESU 1 Network Operations Department.

9. Service Deadline. It is agreed this contract between ESU 1 and the school district must be signed by the school district representative and returned to ESU 1 before the service will begin.

This Agreement shall be binding upon the parties hereto and their successors. The persons executing this Agreement on behalf of the respective parties specifically acknowledge and represent that they have valid authority to bind the party for whose benefit this Agreement has been executed.

AUTHORIZED POINT OF CONTACT INFORMATION (POC)

Primary POC:

_____	_____	_____
Name	E-mail Address	Phone Number

School District Signature:

Date: _____	_____	Jeremy Christiansen, Superintendent
	Signature	Printed Name

ESU 1 Administrator Signature:

Date: June 5, 2026		Bill Heimann, ESU 1 Administrator
	Signature	Printed Name

TEACHER'S CONTRACT

For Class II, III, & VI Schools

THIS CONTRACT made by and between the School District of LAUREL-CONCORD-COLERIDGE No. 54 in the county of CEDAR in the State of Nebraska, hereinafter referred to as "District" and Brooke Languis, a legally qualified teacher, hereinafter referred to as "Teacher".

WITNESSETH: That the Board of Education of the District hereby agrees to employ the Teacher above named in the schools of the district for a school year, which shall begin on or about 8/10/2026, and end on or about 5/19/2027, and shall consist of 186 days of service and that the Teacher hereby agrees to accept such employment at the salary specified in the negotiated agreement between the board of education and the LAUREL-CONCORD-COLERIDGE Education Association for the 2026-2027 school year and under the following conditions.

Experience allowed: 1 (0 Outside + 1 Inside)

FTE: 1.0

Position: Duties Assigned by Supt.

Education Step: BA + 00

Factor: 1.00

FIRST: The salary of the Teacher shall be payable in 12 equal installments. The first installment shall be payable on the 20th day of September, 2026 and the remaining installments shall be payable on the 20th day of each month thereafter.

SECOND: The teacher hereby agrees to be governed by the policies of the Board of Education of the District and that the teaching duties to be performed by him/her under this contract shall be subject to assignment of the Superintendent of the District with the approval of the Board of Education of the District; and further agrees to devote full time, during the days of school, to his/her position in all respects, to diligently and faithfully perform the assigned duties as Teacher to the best of his/her professional ability.

THIRD: In addition to the teaching duties set forth herein, the Teacher may be assigned such "extra duty" assignments as defined from time to time by the parties of this agreement which shall be upon such terms and conditions and such additional stated rate of compensation as the Teacher and the District may from time to time agree upon.

FOURTH: This contract may be cancelled or amended by a majority of the members of the school board during the school year for any of the following reasons: (a) upon cancellation, termination, revocation or suspension of the teacher's certificate by the State Board of Education; (b) breach of any of the material provisions of this contract; (c) for any reason set forth in this contract; (d) incompetency; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) immorality, or (i) physical or mental incapacity. Cancellation or amendment under this contract shall be governed by the provisions of 79-12, 110, R.R.S.

FIFTH: That upon termination of this contract for just cause, or upon the release of the Teacher from this contract, the compensation paid or to be paid hereunder shall be an amount which bears the same ratio to the yearly salary herein specified as the number of days of service to the date of such termination bears to 186 days of service. Any unearned fractional portion of an installment paid but not earned prior to termination of the contract shall be refunded by the Teacher.

SIXTH: There shall be no penalty for release or resignation by the Teacher from this contract; provided no resignation shall become effective until the close of the school year unless accepted by the Board of Education of the district and the Board shall fix the time at which the resignation is to take effect.

SEVENTH: This contract shall conform to the regulations governing deductions from the above stated compensation with reference to withholding tax, Social Security and teacher's retirement. Other deductions may be withheld as agreed to by the parties to this contract.

EIGHTH: The Teacher hereby affirms that he/she is not under contract with another School Board or Board of Education within this state covering a part or all of the same time of performance as is contemplated by this agreement. The teacher further affirms that at the beginning of the term of this contract and throughout the term of this contract he/she holds or will hold a valid Nebraska Teaching Certificate. It is understood and agreed that this contract is not valid until the teacher's certificate, as herein listed, is registered in the office of the superintendent of schools and that the Teacher shall not be compensated for any services performed prior to the date of registration of this certificate.

NINTH: Terms and conditions set forth in this agreement shall be subject to such wages and conditions of employment as may, from time to time, be mutually agreed upon by and between the board and teachers or a duly recognized collective bargaining agent for said teachers, and said agreement, when reduced to writing and executed by the parties, shall be deemed to be included herein by reference and shall become a part hereof.

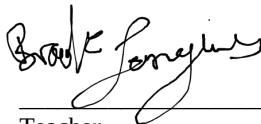
TENTH: Hereafter, this contract may be continued by a separate, annual written, "Renewal Agreement" which shall incorporate all the provisions hereof by reference, except as stated on such Renewal Agreement. Renewal Agreements or renewal contracts must be executed by the Teacher and delivered to the Superintendent of Schools or the Secretary of the Board of Education of the District within fourteen (14) calendar days of receipt thereof from the district. Contract renewal, amendment, termination or cancellation shall also be subject to the requirements of Sections 79-12-111 through 79-12, 114 R.R.S. and any other applicable state statutes.

ELEVENTH: The failure to return a signed copy of the contract or renewal agreement to the Superintendent of Schools or Secretary of the Board of Education of the District on or before 6/8/2026 shall constitute a rejection by the Teacher of the offer of employment.

TWELFTH: Other Contract Terms:

Executed: 5/28/26

Date



Teacher

Executed: 6/8/2026

Date

School District of LAUREL-CONCORD-COLERIDGE

Attest: _____

Secretary

No. 54

County of CEDAR

By: _____

President

Meal Program Prices**School Year 2026-2027**

<u>Adult Meals</u>	<u>Breakfast</u>	<u>Lunch</u>
Adult	\$3.55 \$4.00	\$4.60 \$5.00
Adult Salad Bar, Chef Salad, or Entree Only		\$3.10 \$3.50

<u>Student Meals</u>	<u>Breakfast</u>	<u>Lunch</u>
Grades K-5	\$2.35 \$2.45	\$3.15 \$3.25
Grades 6-8	\$2.45 \$2.55	\$3.30 \$3.40
Grades 9-12	\$2.45 \$2.55	\$3.30 \$3.40
Additional Entree	\$1.35 \$1.45	\$1.65 \$1.75
Additional Side	\$1.10 \$1.20	\$1.15 \$1.25

Miscellaneous Items

Milk	\$0.60 \$0.65
Juice	\$0.60 \$0.65
Snack (Elem)	\$.060 \$0.65

Ala Carte Items (HS)

Prices to be set and determined by wholesale cost.

School	2025-2026 Lunch Price - High School	2025-2026 Lunch Price - Elementary	2025-2026 Lunch Price - Adult	2025-2026 Breakfast Price - High School	2025-2026 Breakfast Price - Elementary	2025-2026 Breakfast Price - Adult	2025-2026 Extra Milk Price	2026-2027 Lunch Price - High School	2026-2027 Lunch Price - Elementary	2026-2027 Lunch Price - Adult	2026-2027 Breakfast Price - High School	2026-2027 Breakfast Price - Elementary	2026-2027 Breakfast Price - Adult	2026-2027 Extra Milk Price
Summerland	\$2.50	\$2.35	\$4.00	\$1.50	\$1.50	\$2.50	\$0.50	\$2.50	\$2.35	\$4.00	\$1.50	\$1.50	\$2.50	\$0.50
LCC	\$3.30	\$3.15	\$4.60	\$2.45	\$2.35	\$3.55	\$0.60							
Plainview	\$2.75	\$2.55	\$4.20	\$1.90	\$1.90	\$2.60	\$0.50	NA	NA	NA	NA	NA	NA	NA
Osmond	\$3.85	\$3.50	\$4.80	\$2.60	\$2.60	\$2.60	\$0.50							
Randolph	\$3.55	\$3.30	\$4.75	\$2.65	\$2.60	\$3.35		I anticipate a \$.05 increase	I anticipate a \$.05 increase	I anticipate a \$.05 increase	I anticipate a \$.05 increase	I anticipate a \$.05 increase	I anticipate a \$.05 increase	
Crofton	\$3.90	\$3.77	\$5.35	\$2.45	\$2.45	\$3.50	\$0.60	\$4.10	\$3.95	\$5.55	\$2.55	\$2.55	\$3.60	\$0.65
Allen	\$3.35	\$3.10	\$4.80	\$2.50	\$2.50	\$2.50	0.45							
Ponca	\$3.70	\$3.45	\$4.80	N/A	N/A	N/A	\$0.60	Pending	Pending	Pending	N/A	N/A	N/A	Pending
Hartington-Newcastle	\$3.65	\$3.35	\$5.00	\$2.05	\$2.05	\$3.00	\$0.55							
Averages	\$3.39	\$3.17	\$4.70	\$2.26	\$2.24	\$2.95	\$0.54	\$3.30	\$3.15	\$4.78	\$2.03	\$2.03	\$3.05	\$0.58

School	Breakfast	Lunch	Milk
Wayne	\$2.00 - pk-12	pk-12 - \$3.50	\$0.50
Battle Creek	PreK-6 \$2.35 7-12 - \$2.50 Adult - \$2.75	PreK-6 - \$3.50 7-12 - \$3.75 Adult - \$5.00	\$0.60

Lunches Served in 2025-2026					
	Free	Reduced	Full Pay		
August	796	490	1713		2999
September	1265	848	3025		5138
October	950	709	3331		4990
November	832	575	2615		4022
December	691	490	2206		3387
January	914	665	3017		4596
February	950	681	2946		4577
March	953	678	2866		4497
April	869	630	2768		4267
May					0
	8220	5766	24487		38473

Breakfast Served in 2025-2026					
	Free	Reduced	Full Pay		
August	226	106	237		569
September	483	237	471		1191
October	491	271	537		1299
November	489	269	451		1209
December	376	192	298		866
January	534	242	342		1118
February	579	272	413		1264
March	528	246	380		1154
April	505	247	392		1144
May	341	159	259		759
	4552	2241	3780		10573

JUNE
2026

NASB BOARD QUICKS

A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

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

JOIN US *For the*

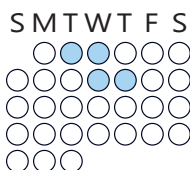
To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.
All Dates & Locations Tentative & Subject to Change

Events & Networking - <https://members.nasbonline.org/events>

Where Will NASBe This Month?*

Ainsworth; Ashland-Greenwood; Boise, ID; Broken Bow; Denver, CO; Hastings; Kansas City, MO; Kearney; Lewiston; Meridian; O'Neill; Ogallala; Omaha; Stapleton; Paxton; Wakefield; Wayne; and Wheeler Central

For ... Board Retreats, Engagement, Events, Golf, National Conferences, Strategic Planning, and more! *Items currently scheduled



JUNE
2026

JUNE

THIS
WEEK!

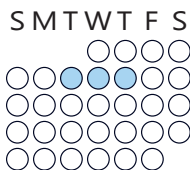
NASB Board Candidate Workshops

Tuesday, June 2 - Ainsworth, Hastings, and O'Neill
Wednesday, June 3 - Broken Bow, Ogallala, and Wayne
(Tuesday, August 4 - Alliance and Beatrice)
(Wednesday, August 5 - McCook and Omaha)



NASB Member Golf Outing - Wednesday, June 10 - Kearney Country Club

School Law Seminar - June 10-11 - Kearney



JULY
2026

JULY

ALICAP Summer Workshops

Tuesday, July 7 - Gering Civic Center
Wednesday, July 8 - Kearney Younes Conference Center South
Thursday, July 9 - Lincoln Marriott Cornhusker Hotel

ALICAP



NASB provides programs, services, and advocacy to strengthen public education for all Nebraskans. Learn more at www.NASBonline.org

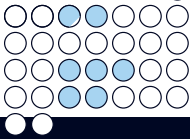
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PAGE 2

SMTWTF S



AUGUST
2026

AUGUST

NASB Board Candidate Workshops

Tuesday, August 4 - Alliance and Beatrice
Wednesday, August 5 - McCook and Omaha



Area Membership Meetings begin Tuesday, August 18th

Tuesday, August 18 - Cody-Kilgore Wednesday, August 19 - Gering Thursday, August 20 - Kearney

Tuesday, August 25 - Nebraska City Wednesday, August 26 - South Sioux City

Tuesday, September 1 - Omaha Wednesday, September 2 - North Platte Wednesday, September 9 - York Wednesday, September 23 - Fremont

YOUR 2026 PLATINUM AFFILIATES

If your business would like to become an Affiliate Member of NASB, please visit:

<https://members.nasbonline.org/about-us/affiliate-members>

ALICAP

AMERICAN FIDELITY
a different opinion

AMERICAN
PLAYGROUND
& RECREATION

BCDM
architects

Boyd Jones

BVH
ARCHITECTURE

CLARK &
ENERSEN

CMBA
ARCHITECTS

D|A DAVIDSON
FIXED INCOME CAPITAL MARKETS
D.A. Davidson & Co. member SIPC and FINRA

Diamond
Communications

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Facility
Advocates

HAMILTON
Business Technologies

Hausmann

Helm

NEBRASKA
LIQUID
ASSET FUND

① northland
A First National
of Nebraska Company

PIPER | SANDLER

prm
PUBLIC RISK
MANAGEMENT
INCORPORATED

REVOLUTION
WRAPS

Sampson
Construction

SPARQ DATA
SOLUTIONS

THIRD RAIL
CONTENT

WILKINS
ARCHITECTURE | DESIGN | PLANNING

Leadership

Innovation

Vision

Engagement

#liveNASB



Nebraska Rural Community Schools Association

Member Update

June 4, 2026



Photo Credit: Hemingford Public Schools



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/



NRCSA Calendar

NRCSA Events

NRCSA Golf Tournament

July 28, 2026

Meadowlark Hills Golf Course in Kearney

[More about this event](#)

NRCSA Superintendent Lunch

July 29, 2026

12:00 PM

Holiday Inn in Kearney

NRCSA Legislative Forum

February 24, 2027

Cornhusker Hotel in Lincoln

[More about this event](#)

NRCSA Spring Conference

April 1 & 2, 2027

Crowne Plaza & Younes North Convention Center in

Kearney

[More about this event](#)

Committee Meetings

NRCSA Executive Committee

June 17, 2026

10:00 AM Mountain Time

Ogallala Public Schools

NRCSA Consultant Meeting

June 17-18, 2026

Holiday Inn, Kearney, NE

2026-27 NRCSA Executive Committee

July 29, 2026

1:00 PM

Holiday Inn in Kearney

NRCSA Search Service



Please let Jack Moles know where superintendent vacancies occur, so that NRCSA Superintendent Search can make direct contact. We need to hear as soon as possible in anticipation of getting promotional materials specific to that board of education ready. It is critical that Board Presidents have the NRCSA contact information so that if they choose to consider a Superintendent Search Service, NRCSA is one they hopefully will consider.



Axtell Community Schools
Search Complete



Potter-Dix Public Schools
Search Complete



Bancroft-Rosalie Community Schools
Search Complete



Red Cloud Community Schools
Interim Search Complete



Blue Hill Community Schools
Interim Search Complete



Sandy Creek Public Schools
Search Complete



Hampton Public Schools
Search Complete



Superior Public Schools
Search Complete



Hayes Center Public Schools
Search Complete



Newman Grove Public Schools
Search Complete

Access the Members area of www.nrcsa.net anytime.

Login: member Password: learning

NRCSA Updates

FROM JACK MOLES: One of my goals in the early phase of my upcoming retirement is to work on a project I've had in mind for a few years. I'd like to look at a way to highlight success stories from our rural schools in Nebraska. What I'd like to ask for your help in is to provide me with names of alumni from your school (or other schools if you have people in mind) who have been successful. Of course, success can be defined in many, many ways and I'd like to include as many of those ways as possible.

I'd like to focus on any alumni who graduated from 1980 to recent years. I am only going to use NRCSA-member schools. Some of these schools may no longer exist, but are part of consolidated districts. Examples of successes might include alumni who:

- Became outstanding educators and made contributions to education.
- Received recognition for their military experiences/leadership
- Experienced notable success in athletics
- Have achieved prominence in the arts (music, visual arts, literature, graphic arts, theater, film, television, etc)
- Became noted for their community involvement and leadership.
- Became great parents and family members
- Became leaders in their church or faith
- Have been prominent in government, politics, or advocacy
- Dealt with physical or mental disabilities but attained success.
- Became successful in spite of social disadvantages (socio-economic, language, cultural disadvantages)
- Have been involved in philanthropy or given back to their hometown/school/college
- Experienced great academic success.
- Became very successful in business and/or finance (i.e. corporate, small business, entrepreneurship, etc)
- Became great leaders in their chosen fields.
- Other ways in which you might showcase success.

If you know of such alumni (again, does not have to be just from your own school), would you please pass on their names to me. I would ask for a few things from you:

1. Name, including both current name and maiden name.
2. Contact information if you have it (phone and/or email)
3. A short description of the success you would highlight for each person submitted.

I cannot promise that all names submitted will be used in my project.

NRCSA Leadership

Chris Kuncel, President.
Mullen Public Schools

Dr. Heather Nebesniak, Past Pres.
Ord Public Schools

Stephanie Kaczor, Pres-Elect.
Riverside Public Schools

Jeremy Braden, Secretary.
Doniphan-Trumbull Public Schs

District Representatives:

Ginger Meyer, West
Chadron Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Daryl Schrunk, Northeast
Randolph Public Schools

Andrew Havelka, Southeast
Freeman Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Jack Moles

Lobbyists:

Jon Edwards
Scott Moore
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Jessica Bland,
Oakland-Craig Public Schools

Jim Widdifield
Minden Public Schools

Please feel free to share this with others in your district, including teachers/coaches/sponsors/Board members/School Foundation members/Alumni groups (especially those who are more veteran in your district).

Thanks in advance for providing help for me in this project. It will be greatly appreciated.

Ideas for the project may be forwarded to Jack Moles at jmoles@nrca.net or jackdmoles@gmail.com.

There were a few NRCSA leadership spots available for the 2026-27 school year. President Elect and the North Central District Representative to the Executive Committee were open. Ballots were sent via email on April 2, 2026.

PRESIDENT ELECT—this position is part of a three year Presidency cycle (President-Elect, President, Past-President). This is a state-wide election with each member entity having one vote. Michael Eldridge, Supt. at East Butler and Dale Hafer, Supt. at Ainsworth were the two candidates. Dale Hafer was elected President-Elect.

NORTH CENTRAL DISTRICT REPRESENTATIVE TO THE EXECUTIVE COMMITTEE—Current North Central District rep Dale Hafer is term-limited, thus the position would be open. The position has a term of three years, with the ability to run for a second term. This position was voted on by member entities in the North Central District. Heather Nebesniak, Supt. at Ord, was the lone candidate and was elected as the North Central District Representative.

There are a few open spots on NRCSA's committees. Executive Director Jack Moles will make recommendations to the Executive Committee for new members on committees.

We urge you to consider participation in the NRCSA Partner OneCard program as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load on each individual card, and how long the time frame of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. For 2025-26, over 100 districts/ESUs participated in the program. We currently have 111 entities using the program. In talking with some districts, there is a chance there could be upwards of 115 entities participating. Great job by all participating districts in protecting the card and program! Don't forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2025-26, the rebate was over \$40,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN! If you are considering joining the program and need more information, please contact Jack Moles (jmoles@nrca.net) or Jeff Bundy (jbundy@nrca.net).

U.S. Bank personnel will present two webinars covering the basics of the Commercial Card program. Please note these meetings will use Microsoft Teams.

Option 1

Monday July 20, 2026 at 11:00 AM Central Time (MS Teams Meeting)

Option 2

Tuesday August 4, 2026 at 10:00 AM Central Time (MS Teams Meeting)

Invitations to these informational meetings will be sent to superintendents and business office personnel in July.

NRCSA has partnered with the Holocaust Learning Experience to provide free curriculum for the teaching of the Holocaust and other genocides. LB888, which was adopted into law in 2022, requires school districts to teach about the Holocaust and other forms of genocide. This has been a growing move in many states. The Holocaust Learning Experience, based out of Florida, developed FREE on-line curriculum, which features interviews with survivors of the Holocaust, for Florida school districts.. The lessons are tiered for 5th and 6th grades, 7th and 8th grades, and high school grades. The group has now made it possible for schools in other states to access the materials for the same price: FREE!

From Leigh Routman: I've attached a digital flyer that you can share with your newsletter as well as the link to our website for more information.

[Impactful Lessons from the Holocaust | The Holocaust Learning Experience](#)

Additionally, here is the link to the video with teachers and students in their own words:

[Holocaust Learning Experience | Empowering Classrooms to Combat Hate](#)

And a link to the Heroes of the Holocaust montage:

[Heroes of the Holocaust Demo with Hal_07072025.mov](#)

NRCSA's annual membership drive will begin in July. Annual Dues remain at \$850. Notices will be sent in time for July board meetings. You are welcome to pay your dues in this fiscal year or the next. Last year we had 222 school districts, ESU's, and State colleges and we expect to continue to grow. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support, there is less rural advocacy. Whether we like it or not, the outstate and rural population does not create a legislative majority anymore. In fact, rural Nebraska lost another seat in the Unicameral in the most recent redistricting. Finding success, whether passing, amending, or stopping legislation comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is at the table and making a difference on behalf of our rural students, schools, and communities.

2026 NRCSA Joe Toczek Golf Tournament

The 2026 NRCSA Joe Toczek Golf Tournament will be held on Tuesday, July 28, 2026 at Meadowlark Hills Golf Course in Kearney. The event is open to administrators, both active and retired, board members and vendors. Registration opened in late May. We are planning for up to 50 teams (200 golfers) to participate in the tournament. Registration materials were sent via email later this month.

[2026 NRCSA Joe Toczek Golf Tournament Team Registration Form](#)

NRCSA New Superintendent Lunch

To provide some insight as to what NRCSA does, and can offer school districts and ESU's, NRCSA annually holds a "New Superintendent Lunch". During Administrator Days. The event will be held at 11:45 a.m. at the Kearney Holiday Inn on Wednesday, July 29. A lunch buffet will be provided, courtesy of NRCSA. The plan would be to finish by 1:00 p.m. so that you can continue your Administrator Days activities. Invitations to any administrators who are new to their district will be sent in early July.

The NRCSA Spring Conference was another success! The conference, which was held at the Younes Conference Center North in Kearney on March 19 & 20, brought together Board members and administrators to reconnect and refresh. The free pre-conference, courtesy of Franklin-Covey, provided NRCSA members with the access to a very valuable experience, centered around the work of Steven Covey. In addition to 35 high-quality breakout sessions of importance to rural education, we also hosted two featured speakers: Adrienne Bulinski and Michelle Oberg. Also in attendance was Dr. Melissa Sadorf, Executive Director of the National Rural Education Association. And, of course, everyone was well fed!

We continue to celebrate our 2026 NRCSA Award winners! They are:



*ALLIE SCHLIEFER,
FORT CALHOUN*



*DAWN METSCHKE,
JOHNSON-BROCK*



*DR. JEAN ANDERSON,
ESU 10*



*JIM CRILLY,
MADISON*



*KATHY HOUSER,
MERIDIAN*



*KRISTI HILES-SMITH,
KIMBALL*



*RUSTY RHYNALDS,
MINDEN*



*JANE DAVIS,
HERSHEY*

Partnerships to Build Readiness for Implementing Trauma-Informed Programs and Practices for Schools (TIPPS). We seek school partners for a two-phase initiative that includes measurement development and in-person or online personalized training and professional development.

In **PHASE 1**, we will partner with selected rural schools in Michigan and Nebraska to develop and test a readiness assessment that will determine a school's preparedness to implement the 10 core pillars of the Trauma-Informed Programs and Practices for Schools (TIPPS) framework. TIPPS helps schools create safe, supportive, and inclusive learning environments by building relationships, increasing trauma awareness, and shifting from punitive to restorative discipline. To develop and test the readiness assessment, we will use a structured interview protocol that solicits input on identified priorities and existing strategies within each school that align with TIPPS objectives; determining professionals' knowledge of trauma and trauma supports; and exploring each school's capacity to onboard new trauma-informed strategies relevant to each core pillar.

In **PHASE 2** of the project, we will provide a 4-part professional training series tailored to the learning needs of each school, drawing on materials from our TIPPS toolkit, which includes a comprehensive assessment tool, program guide, implementation guide, and supplementary case materials designed to deepen understanding of trauma-informed principles and strategies. Content experts from the TIPPS team will provide ongoing consultation and coaching to each school at no cost. Pre-post assessments of the training series will document progress toward established learning goals, as well as school professionals' knowledge and confidence in implementing TIPPS strategies.

Program Information: <https://tipps.ssw.umich.edu/>

Project Period/Milestones: 2026-2027 Academic Year

Spring 2026 – Develop school partnerships

Summer 2026 – Prepare for project launch

Fall 2026 – Phase I

Spring 2027 – Phase II

Contact Information:

Alex Mason

University of Nebraska-Lincoln

amason19@unl.edu

Todd Herrenkohl

University of Michigan

tih@umich.edu



The Nebraska Unicameral ended its session on Friday, April 17. On the final day, Senators needed to vote on overriding the Governor's vetoes of a few bills. On the whole, education came out fairly well in this year's session (in my opinion). There were a few bills passed that were not what NRCSA may have supported, but for the most part the Education community was effective in helping to kill or soften bills that were opposed.

A list of the bills that affect education that were passed this session can be accessed here:

[NRCSA Bill Summaries 2026](#)

Ideas on how to deal with cancellations for NRCSA events were shared with the Executive Committee several months ago. After receiving input from the Committee members, a policy was presented at the November meeting of the Executive Committee and adopted. Following is the policy that will be followed moving forward:

POLICY ON CANCELLATIONS FOR NRCSA EVENTS

When planning for a large event (i.e. NRCSA Spring Conference or NRCSA Legislative Forum), NRCSA must make financial commitments such as facility rental and costs of meals. Weather sometimes causes a decision to be made by NRCSA in the form of a cancellation or postponement of the event, or for registrants to decide whether or not they can attend the event. Sometimes registrants need to make a decision not to attend due to other reasons. NRCSA has weighed the issues of its financial commitments versus registrants not being able to attend for various reasons. Thus, the following policy has been adopted:

WEATHER CANCELLATION DECISION MADE BY NRCSA:

All registrants, including vendors, will be offered a full refund or to have the registration fee carried forward to the next year's event.

WEATHER POSTPONEMENT DECISION MADE BY NRCSA:

All registrants, including vendors, will be offered a full refund or to have the registration fee carried forward to the re-scheduled event.

DECISION BY A REGISTRANT, INCLUDING VENDORS, TO NOT ATTEND THE EVENT AND COMMUNICATED TO NRCSA AT LEAST A WEEK PRIOR TO THE EVENT:

Two options will be provided to the registrant, including vendors: A full refund OR carry the registrant amount forward to the following year.

DECISION BY A REGISTRANT, INCLUDING VENDORS, TO NOT ATTEND THE EVENT AND COMMUNICATED TO NRCSA WITHIN A WEEK PRIOR TO THE EVENT:

For members, an option will be provided to have the registration fee carried forward to the next year's event OR a refund minus the costs to NRCSA for meal(s). (NOTE: In 2026, for the Spring Conference this would be \$105, for the Legislative Forum the cost is \$45.)

For vendors, the option to carry the registration amount to the following year will be provided.

DECISION BY A REGISTRANT TO NOT ATTEND THE EVENT, BUT FAILS TO COMMUNICATE WITH NRCSA PRIOR TO THE EVENT:

No refund will be provided.

The NRCSA Executive Committee has made a positive move to assist non-traditional educators move toward full teaching certification. As a result of this move, new scholarship opportunities were created for paras who are in a “para to teacher program” and for transitional educators. NRCSA will provide three \$1,000 scholarships for the fall semester and three \$1,000 scholarships for the spring semester each school year. Applicants for the scholarships must be current employees of a NRCSA-member district or ESU. Applicants must be enrolled for that semester in one of two types of programs: (1) in a recognized “para to teacher” program such as is offered by the three State Colleges (Chadron State, Peru State, or Wayne State), or (2) a transition to teaching program in which a person with a minimum of a bachelor’s degree who is employed to teach in a member school while working through a transitional program, such as offered by the University of Nebraska-Kearney. The applicant could currently be teaching under a transitional certificate. Applications for the Spring, 2027 Semester will be forwarded to Superintendents later in the fall.

Applications for the Summer/Fall semester were received and the three recipients were selected. They were:

- Jemma DeNaeyer, Thedford
- Veronica Schiffbauer, HTRS
- Chelsey Georges, District OR-1, Palmyra-Bennet



Thedford Principal Adam Kuntz, Brooklyn Denaeyer, Jemma Denaeyer, Kloey Denaeyer, Jack Moles



Director of Student Programs Linde Walter, Dylaney Georges, Justin Georges, Brea Georges, Chelsey Georges, Jack Moles, Logan Georges, Supt. Michael Hart, Elementary Principal Jared Haag



Jack Moles, Veronica Schiffbauer, HTRS Supt. George Griffith

SUPERINTENDENT SEARCH & PLANNING

As Boards of Education and Superintendents start to plan for the future, there may be a change in Superintendent approaching your district. We would like to remind you that NRCSA has an outstanding Superintendent Search Service and I would encourage your Board of Education to closely consider these services if you are in need of a Superintendent.

NRCSA has already helped the Axtell, Bancroft-Rosalie, Hampton, Hayes Center, Newman Grove, Potter-Dix, Sandy Creek and Superior Boards of Education identify their next Superintendent. We also assisted Red Cloud and Blue Hill in searches for Interim Superintendents.

One of the more outstanding features of the NRCSA Superintendent Search Service is that the consultants who assist Boards of Education with their searches are all retired rural school Superintendents who experienced great success in their careers. They know what it takes to be successful in a rural school district and community, and how to work closely with a rural school Board of Education. Our consultants for the coming year will include: Fred Helmink, Caroline Winchester, Curtis Cogswell, Mo Hanks, Jay Bellar, Holly Herzberg, Jon Cerny, and Jack Moles.

If your district finds a need to locate your next school leader, please be sure to keep the NRCSA Superintendent Search Service in mind. For more information you can contact Executive Director Jack Moles at jmoles@nrdsa.net or by phone at 402-335-7732 or Executive Director Elect Paul Sheffield at psheffield@nrdsa.net or by phone at 402-759-1609.

Another service that is offered is a planning service. It is a common practice for Boards of Education and the Superintendent to develop short and long-term plans. We are currently assisting Anselmo-Merna in their planning process. NRCSA does provide a quality service using experienced consultants. If you are interested in more information, please contact Executive Director Jack Moles or Executive Director Elect Paul Sheffield.

[NRCSA Search Service Brochure](#)

[NRCSA Planning Support Brochure](#)

Board of Education meeting visits. Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 148 such meetings. I most recently attended the Board meeting at Wallace on Monday, April 13.

I am not currently scheduled to attend any Board of Education meeting in the near future, but could work some in if the dates were available to me.

I have really enjoyed this venture and am willing to attend Board meetings when I can. I take a few minutes to cover NRCSA news and offerings, as well as a legislative update. When I am going to be in a specific area on Board meeting days I may send out a notice to near-by Superintendents to make an offer to visit. I'd like to be able to schedule two or three in the same evening if I can.

If you would be interested in me attending a future Board meeting, please contact me to start the arrangements. I would also be willing to "attend" your Board meetings via Zoom if you preferred. I would still only do one at a time but would be able to do several in the same evening. Let me know and we will try to make the connection.



WALLACE BOARD OF EDUCATION AND ADMINISTRATION

NRCSA was well-represented at the National Rural Education Association's Federal Advocacy Conference in Washington DC. The Conference was held on March 23-25. Representing NRCSA were Executive Director Jack Moles, Legislative Co-Chair Bryce Jorgenson, and Executive Director-Elect Paul Sheffield.





NREA created documents that outlined our Federal legislative agenda. Those documents may be accessed here:

[Download NREA Policy Agenda](#)

The Nebraska Statewide Workforce & Educational Reporting System (NSWERS) has released a new research brief examining chronic absenteeism in Nebraska’s K–12 schools and its effect on student outcomes, including assessment scores, graduation rates, and college enrollment.

The analysis highlights that chronic absenteeism—defined as missing 10 percent or more of the school year for any reason—has risen sharply in Nebraska since the COVID-19 pandemic and remains persistently high. Rates jumped from 10 percent in 2019–2020 to nearly 24 percent the following school year and have since remained above 20 percent statewide.

Key Findings from the NSWERS brief:

- Nebraska’s chronic absenteeism rate has stabilized but remains elevated at more than one in five students.
- Disparities exist across student race/ethnicity, with Indigenous/Native American and Black students showing the highest rates of chronic absenteeism.
- Chronically-absent students consistently score lower on statewide assessments (NSCAS and ACT) compared to their peers.
- Chronic absenteeism greatly reduces the likelihood of graduating on time; students with regular attendance are nearly six times more likely to graduate high school than their chronically-absent peers.
- College-going rates show a significant divide: nearly 71 percent of non-chronically absent graduates enroll in postsecondary education compared to just 49 percent of chronic absentees.

“These findings underscore the lasting impact of chronic absenteeism on students’ academic progress and future opportunities,” said Dr. Jay Jeffries, author of the brief. “Addressing absenteeism requires not only monitoring the type of absence but also understanding the characteristics of students who are chronically absent.”

The full report, NSWERS Brief on the Impact of Chronic Absenteeism on Academic Outcomes in Nebraska, is available at:

<https://insights.nswers.org/briefs/2025-chronic-absenteeism>

A year ago, NRCSA introduced a new initiative to assist rural schools in educating their communities about digital citizenship. Our partnership with A.Plum Creative will provide members with ready-to-use, research-based resources designed to help districts promote responsible technology use among students and families.

The program has its origins out of a goal by the Hershey Board of Education and Superintendent Jane Davis to work on digital citizenship in their district. The district worked with A.Plum Creative on the initiative, then shared information on the program with the NRCSA Executive Committee.

This research based, legally vetted campaign includes monthly social media graphics and captions that focus on key topics like online safety, respectful communication, digital wellness and appropriate tech use. All content is designed to engage school communities and support districts in meeting digital citizenship education goals.

We offer a set of tiered service options for NRCSA Member Districts:

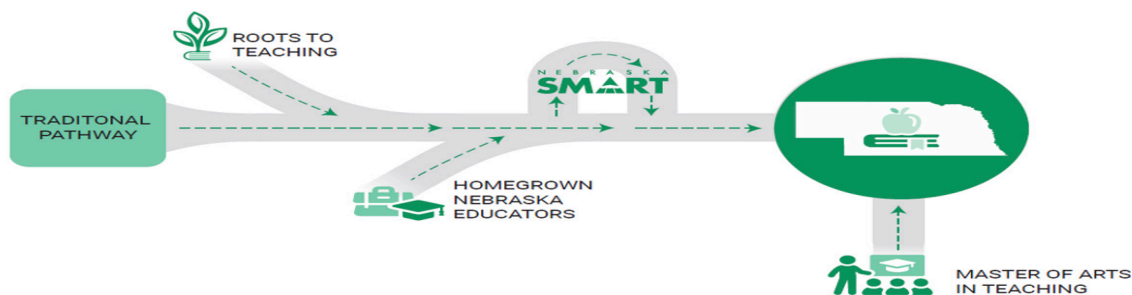
- Tier 1 – NRCSA Branded Content (\$2,500/school year): Monthly graphics and captions with NRCSA branding, aligned to seasonal themes and events.
- Tier 2 – District-Branded Content (\$5,000/school year): Customized graphics and captions tailored to your district's brand and messaging.
- Tier 3 – Custom Content + Consultation (\$7,500/school year): District-branded content plus three planning calls per year with A.Plum Creative.
- Tier 4 – Full Social Media Management (\$10,000/school year): District-branded content, full posting and scheduling, community engagement and monthly performance reports.

A few more NRCSA-member districts have since started working with A-Plum Creative. This campaign is available exclusively to NRCSA member districts. To learn more or reserve your spot, contact Anna Weber at anna@a-plum.com or visit www.a-plum.com.

Good Life EDU Podcast Featuring Anna Weber & Jane Davis

Expanding the Educator Pipeline through Innovative Nebraska State College Initiatives.

Educator Preparation Pathways



The Nebraska State Colleges (Chadron, Peru, and Wayne) are proactively addressing the growing teacher shortage across the state, particularly in rural communities. With their evolution beginning as Normal Schools to present, and approximately 28% of undergraduate students majoring in teacher education (the largest comprehensive major system-wide), the Colleges have long played a central role in preparing future educators.

However, as Nebraska faces increasingly urgent staffing shortages in K–12 classrooms, especially in high-need areas such as special education, early childhood, and STEM, the State Colleges continue to evolve to meet this challenge through four strategic initiatives.

Nebraska Roots to Teaching (NRT), seeks to offer a high school-to-career educator pathway modeled after

Washington State's successful Recruiting Washington Teachers (RWT) program. Anchored in Wayne State College's STEP (Students to Teachers through Educator Pathways) program, NRT is expanding dual credit options in education across the three colleges. High school students (especially first-generation and underrepresented learners) will be able to complete introductory education courses for dual credit, participate in campus-based experiences, and receive mentorship from teacher-mentors and college "navigators" throughout their transition into college and early teaching careers. Flexible modalities, financial incentives, and future paraeducator credentialing further broaden access for rural students.

The **Homegrown Nebraska Educators Apprenticeship Program** seeks to leverage new flexibility under Nebraska Department of Education Rules 20 and 21 to provide an alternative pathway to certification for paraprofessionals and place-bound adults. Building on Chadron State College's pilot model, this initiative allows candidates to remain employed in their local districts while completing a bachelor's degree and teacher certification. Courses are fully online and asynchronous, ensuring flexibility for working adults. The program emphasizes district-identified endorsement areas, such as special education and elementary education, and uses a competency-based credit model to reward relevant experience.

The **Nebraska SMART (Success Made Accessible through Rural Tutoring)** initiative connects teacher education candidates from the three State Colleges with K-12 students in their home districts through virtual tutoring. Focused on supporting rural schools, SMART offers academic help during afternoons and evenings while providing early, meaningful field experience for teacher candidates. By allowing candidates to serve students in their own communities, the program strengthens local ties and broadens access to educational support. SMART not only improves outcomes for K-12 learners but also enhances the preparation of future educators committed to serving Nebraska's rural schools and communities.

Lastly, the **Master of Arts in Teaching (MAT)** is a distinct, graduate-level program designed for individuals who hold a bachelor's degree in a core content area and seek teacher certification in Nebraska. Delivered fully online, the 18-credit core of the program ensures that individuals fully meet certification requirements and provides a flexible path to licensure, while the additional 18 credits of the graduate program provide options to complete the required content courses to qualify for teaching dual credit courses or work toward specific endorsement requirements. Individuals can choose to complete the core course which lead to certification without committing to the MAT; however, the completion of the MAT graduate program assists individuals in completing elective coursework that moves them toward their career goals. Unlike the Homegrown Nebraska Educators apprenticeship model, which supports paraprofessionals pursuing a bachelor's degree, the MAT serves adult career changers and professionals seeking a direct, advanced entry into the teaching profession.

Together, these initiatives form a comprehensive ecosystem of entry points into the teaching profession. From high school dual credit options and rural tutoring roles to full apprenticeship models and flexible graduate pathways, the Nebraska State Colleges are creating scalable solutions to address Nebraska's critical teacher shortage, ensuring every community has access to well-prepared, locally rooted educators for years to come.

Chris Prososki, formerly the Superintendent at Southern has shared a sample Superintendent Checklist that he has used. I thought this was a great instrument, one that I wished I had available to me when I was in the Superintendency. It can be especially helpful as you head into the new school year! Thanks to Chris for sharing this! You can access the updated checklist here:

[Superintendent Check List](#)

NRCSA has had the great privilege to work closely with Open Sky Policy Institute over the years. They provide great information on the fiscal impact of legislation that is very helpful to me in my work as NRCSA's chief lobbyist. I would encourage Superintendents and Board of Education members to sign up to receive Open Sky's email updates.

Open Sky has developed some awesome **Nebraska Public School District Profiles** instruments. The

instruments provide much information that can be used to tell the story of your district in comparison to other districts when discussing school finance. The instruments can be accessed at:

<https://www.openskypolicy.org/school-district-profile/>

The mission of OpenSky Policy Institute is to provide impartial and precise research, analysis, education and leadership on fiscal policy-improving opportunities for all Nebraskans. Subscribe to their email updates at <https://bit.ly/OpenSkyUpdates> or contact Todd Henrichs at thenrichs@openskypolicy.org.

As we head into the new legislative session, Open Sky has shared a few more tools that can be especially helpful. A message from Rebecca Firestone, Executive Director for Open Sky shares:

[Open Sky TEEOSA Guide](#)
[Open Sky Budget Process Guide](#)

NRCSA is pleased to be in a partnership with New Leaf Teletherapy. New Leaf provides mental health teletherapy services for both staff and students. I became very interested in this possibility especially in terms of staff services. I know our members are working hard to provide services for their students, but there does not appear to be that same capability when looking at staff services.

I look at this service as helping to bolster what your district is already doing, not to take the place of those efforts. I believe this can be a cost effective means of furthering your efforts.

NRCSA hosted three introductory Zoom meetings with Mark Goldman and Deb Romano of New Leaf to have them explain what the program would look like. Below you can access the slide show from those meetings, as well as a recording of one of the meetings.

[New Leaf PowerPoint Presentation](#)

[New Leaf Zoom Meeting](#) (recording)



[New Leaf Flyer](#)

If you would like to be in contact with Mark Goldman or Deb Romano, please feel free to call or email me and I can help make that happen.

NRCSA has developed a “resource” document to assist members when they want insight on a particular topic. Often we are contacted and asked if we know of a school that has experience in a topic of interest. Many times we can point them in the right direction, but often we need to put out a request for information to the members. We have developed a list to begin from and already have some contact information on some of the topics. The plan is to feature this list in each of our monthly updates. Below is a link to a copy of the list. If you would be willing to be listed as a resource or if you would like to suggest other topics for inclusion, please contact Jack Moles.

[NRCSA School Programs](#)



NRCSA wishes to share in the celebration of the special accomplishments and recognitions going on in our member schools and ESUs.

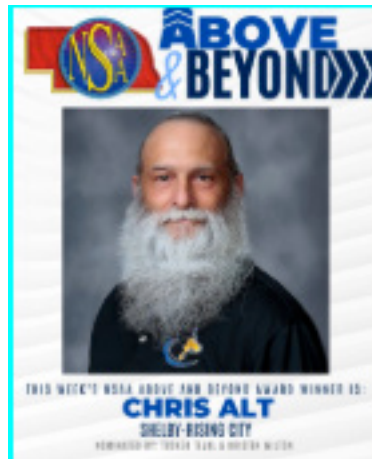
June 2026:

*** Last month, we recognized Mattie Kucera of Wayne State College for being appointed by Gov. Jim Pillen to serve as a Student Trustees on the Nebraska State College System's Board of Trustees. We incorrectly identified Mattie as being a graduate of NRCSA-member Raymond Central High School. She is actually a graduate of another NRCSA-member school: Malcolm. We apologize for this mistake.**



*** The Omaha World-Herald recently announced its prestigious All State Academic Team. OWH selects students based on different rationale, including academic achievement, activities, and college readiness exam scores. Several students from NRCSA-member school districts were selected to the highest honored teams. Included were:**

- ALL STATE ACADEMIC TEAM: Brett Mellies of Aurora, Noah Onate of Sidney, and Abigail Schneider of McCook
- ALL EASTERN ACADEMIC TEAM: Jack Hayes of Auburn
- WEST-CENTRAL ACADEMIC TEAM: Layne Baker of St. Paul, Carter Buell of Rock County, Isaac Hamilton of Southern Valley, Rebecca Lempka of Minden, Brett Mellies of Aurora, Noah Onate of Sidney, Abigail Schneider of McCook, Stewart Umberger of Randolph



* The NSAA's Above and Beyond program is designed to recognize and celebrate the outstanding individuals who make a meaningful impact within their communities. Whether it's a student, coach, community member, or parent, this award honors those who go the extra mile to support and uplift others. The NSAA recognizes an individual each week. Individuals from NRCSA member school districts who have been recognized recently are:

- May 20: Chelsey Tonniges of Osceola
- May 27: Chris Alt of Shelby-Rising City

* Lexington finished as the State Runner-up in Boys Soccer.

* Dundy County Stratton repeated a sweep of the State Track Meet as both the boys and girls teams won consecutive State Championships in Class D.



*** Chase County won the Class C Boys State Track Meet. This was the third Class C title in four years as Chase County was in Class B last year.**



*** State Runner-ups in the State Track Meet included Battle Creek (Class C Boys), Anselmo-Merna (Class D Boys), and Wausa (Class D Girls).**

*** Athletes from NRCSA-member schools were quite successful at the State Track and Field Meet. Those who won state championships include::**

- ALL CLASS: Wyatt Dent, Central City (Boys Long Jump), Erinn Briggs, Lakeview (Girls Discus), Noah Rau, Chase County (Boys Discus), Brock Bailey, Dundy County (Boys Shot Put), Alexa Otto, Raymond Central (Girls High Jump), Tate Hubbard, Chase County (Boys Pole Vault), Shaydyn Rasby, Ogallala (300 Hurdles), Cael Johnson, Wakefield (300 Hurdles),
- WHEEL CHAIR: Abigail Harvey, Conestoga (200, 800)
- CLASS D Girls: Clara Spargo, Dundy County Stratton (400), Kaleigh Betka, McCool Junction (3200), McCool Junction [Kaleigh Betka, Claire Brugger, Kayliana Kito, Leah Dawson] (3200 Relay), Kennedy Bailey, Dundy County Stratton (Discus), Katelyn Walker, Morrill (Long Jump), Lily Chandler, Pleasanton (Pole Vault), Addison Critel, Burwell (800), Leah Dawson, McCool Junction (1600), Abi Spargo, Dundy County Stratton (100 Hurdles, 300 Hurdles), Wausa [Avery Stevens, Reagan Gillilan, Mackenzie Suhr, Kennedy Gillilan] (400 Relay), Dundy County Stratton [Char Lutz, Emily Schack, Abi Spargo, Clara Spargo] (1600 Relay), Camryn Bunger, Wilcox-Hildreth (High Jump), Karlene Kepler, North Central (Shot Put)
- CLASS D BOYS: Grant Kozisek, East Butler (400), Kael Garrett, Medicine Valley (1600, 3200), Weeping Water [Graysen Roberts, Luke Harms, Brennen Nutter, Tucker Bickford] (3200 Relay), Brock Bailey, Dundy County Stratton (Shot Put, Discus), Ethan Latta, Dundy County Stratton (High Jump), Noah Seberger, North Central (Triple Jump), Brennan Lindner, Pleasanton (100, 200), Connor Sutton, Sandhills-Thedford (800), Trey Anthony, North Central (110 Hurdles), Kevin Garcia Guzman, Dundy County Stratton (300 Hurdles), Anselmo-Merna [Trevor Duryea, Destrey White, Dane Duryea, Colin Wright] (400 Relay), Dundy County Stratton [Kevin Garcia, Blaine Aldridge, August Shaw, Ethan Latta] (1600 Relay), Cayson Havranek, Axtell (Long Jump), Jackson Saner, Sutherland (Pole Vault)

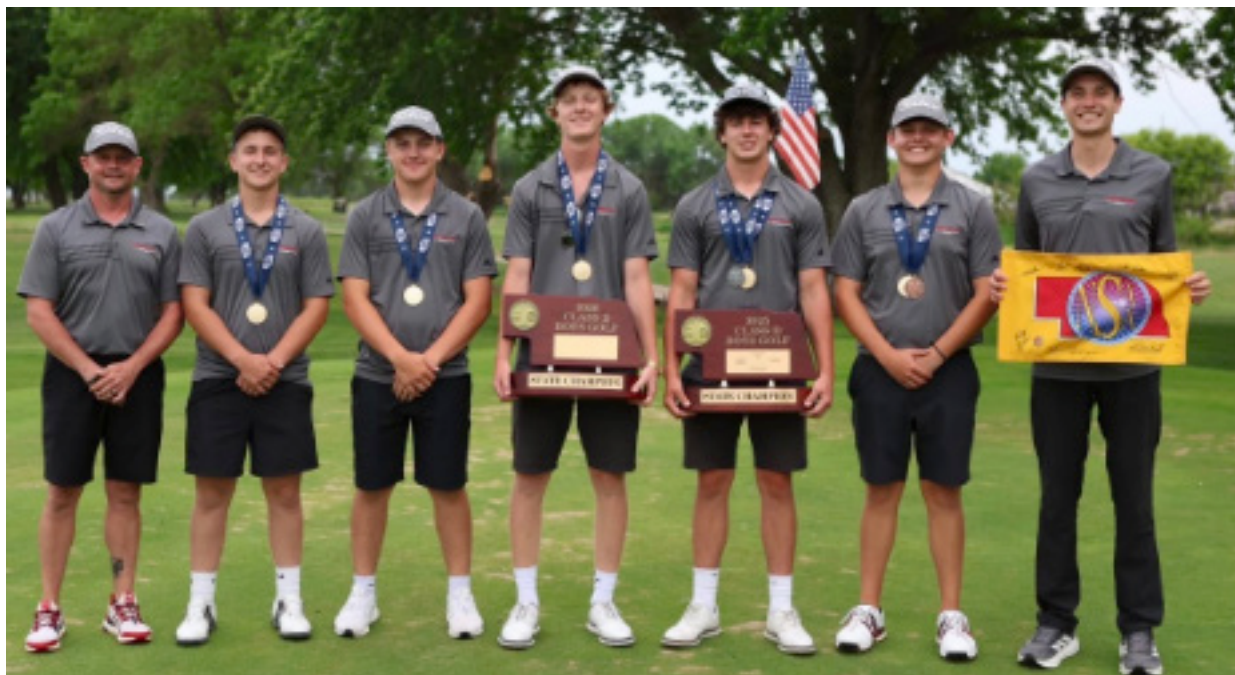
Nebraska Rural Community Schools Association

- CLASS C GIRLS: West Holt [Leah Pistulka, London Konrad, Taylor Walnofer, Pavan Larson] (3200 Relay), Avery Arens, Crofton (1600, 3200), Chelsea Kottich, Elm Creek (Discus), Pavan Larson, West Holt (800), Shaydyn Rasby, Ogallala (300 Hurdles), West Holt [Pavan Larson, Taylor Walnofer, Hollynn Konrad, London Konrad] (1600 Relay), Trinity Chatfield, Ord (High Jump), Chelsea Kottich, Elm Creek (Shot Put), Maizie Stoklasa, Clarkson-Leigh (Triple Jump)
- CLASS C BOYS: Kaser Johnson, Doniphan-Trumbull (3200), Mannon Martin, Ravenna (Shot Put), Cy Lowery, Ogallala (High Jump), Andy Ricchio, Battle Creek (100, 200), Will Nelson, Boyd County (800), Drey Puppe, Laurel-Concord-Coleridge (110 Hurdles), Cael Johnson, Wakefield (300 Hurdles), Hershey [Eli Smith, JT Lantis, Kale DaMoude, Cole Murdock] (400 Relay), Xavier Mitchell, Alma (Long Jump), Noah Rau, Chase County (Discus), Tate Hubbard, Chase County (Pole Vault)
- CLASS B GIRLS: Erinn Briggs, Lakeview (Discus), Alexa Otto, Raymond Central (High Jump), Amarae Krafka, Northwest (Pole Vault), Addison Darnell, Auburn (100 Hurdles, 300 Hurdles),
- CLASS B BOYS: Wyatt Dent, Central City (Long Jump, 100), Jayden Slagle, Aurora (Triple Jump), Jax Rickertsen, Gothenburg (Pole Vault), Bryson Neels, Gothenburg (800)

*** Athletes from NRCSA-member schools set various State or State Meet records in track and field this year. Included are:**

- Taylor McIntyre, Central Valley: Class D State and Class D State Meet record in the Girls 100.
- Avery Arens, Crofton: Class C State record in the Girls 1600 and Class C State record in the Girls 3200
- Addison Darnell, Auburn: Class B State and Class B State Meet record in the Girls 100 Hurdles and Class B State Meet record in the Girls 300 Hurdles
- Shaydyn Rasby, Ogallala: Class C State and Class C State Meet record in the Girls 300 Hurdles.
- Abigael Spargo, Dundy County Stratton: Class D State and Class D State Meet record in the Girls 300 Hurdles
- Dundy County Stratton: Class D State and Class D State Meet Record in the 1600 Relay
- Kennedy Bailey, Dundy County Stratton: Class D State record in Girls Discus
- Andy Ricchio, Battle Creek: Class C State and Class C State Meet record in the Boys 100
- Brody Galyen, West Holt: Class C State record in the Boys 400
- Drey Puppe, Laurel-Concord-Coleridge: Class C State Meet Record in the Boys 110 Hurdles
- Cael Johnson, Wakefield: Class C State and Class C State Meet record in the Boys 300 Hurdles
- Chayden Hoffmaster, Cozad: Class B State Record in the Boys Long Jump
- Brock Bailey, Dundy County Stratton: Class D State Record in the Shot Put
- Noah Rau, Chase County: Class C State and Class C State Meet record in the Boys Discus

*** Creighton finished as the State Champion in the Class D State Boys Golf Meet. Creighton is a back-to-back State Champ! Red Cloud finished as the Runner-up.**



*** Adams Central was the Runner-up in the Class C State Boys Golf Championships. They finished in a tie with Bergan Catholic, but were edged out in the playoff.**

*** Lukas Armstrong of Red Cloud was the individual champion in the Class D State Boys Golf tournament.**

*** Josslyn Mins and Amelia Peplitsch, of Lexington, finished as the #2 Singles Champions at the Class B Girls State Tennis Tournament.**

*** ESU 3 Administrator Dan Schnoes was presented with the School Mental Health Legacy Award at the Middle America School Mental Health Conference.**



*** Peyton Olderding of West Holt High School is one of only three Nebraska students to represent the state at this year's Great American Leadership Program in Malibu, CA.**

*** The Omaha World-Herald (OWH) and Lincoln Journal-Star (LJS) announced their All-State Soccer teams. Athletes from NRCSA-member schools who were honored as 1st Team selections were:**

- CLASS B BOYS: David Arciga, Schuyler (OWH, LJS), Xavier Corona, Northwest (OWH, LJS), Kevin Mariona, Schuyler (OWH, LJS), Davis Garcia-Corzo (Lexington)
- CLASS B GIRLS: Carson Sundquist, Holdrege (LJS)

*** Congressmen Adrian Smith and Mike Flood recently announced their District winners in the 2026 Congressional Art Competition. Students from NRCSA-member schools who were recognized include:**

DISTRICT 3 (SMITH):

- 1st Place: Ava Paitz (Litchfield)
- 3rd Place: Conrad Lichtenberger, Litchfield
- 5th Place: Jenna Holm, Litchfield

DISTRICT 1 (FLOOD):

- Honorable Mention to Kara Meyer (Bancroft-Rosalie) and Lannie McDowell (Elmwood-Murdock)

MEMBER SPOTLIGHT

Litchfield Public Schools



Mascot: Bears & Spartans

Enrollment: 125 students

Location(s): Litchfield, NE

Superintendent: Matt Drew



Principal(s): Nick Carlton



Board of Education: Mitch Feldman-President (pictured left), Cole Lewandowski, Marie Sweley, Alyssa Reynolds, April Gross, Katie Slack

Programs:

The cooperative partnership between Ansley and Litchfield has been a significant success for both districts. Students benefit from expanded opportunities, including a volleyball team that qualified for the Nebraska State Volleyball Tournament this year. Staff members collaborate through joint Professional Learning Communities (PLCs), allowing teachers to share instructional strategies, deepen their understanding of state standards, and support one another across districts. This year, the partnership also provided professional development focused on the effective use of artificial intelligence (AI) in education, helping teachers explore innovative ways to enhance instruction and student learning.

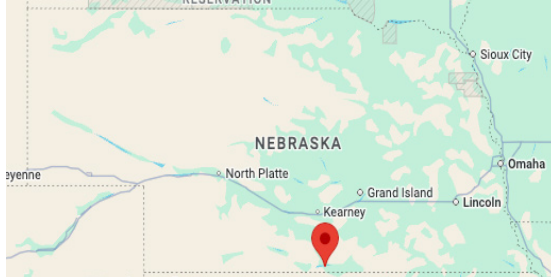


The FBLA program has had an outstanding year. Seven students qualified to attend the National Leadership Conference in San Antonio, earning the opportunity to compete against some of the best students from across the country. In addition, James Fletcher was elected to serve as a National FBLA Officer, an exceptional accomplishment that reflects both his leadership and the strength of our FBLA program. FBLA continues to provide students with opportunities to develop leadership skills, build confidence, and represent our school on a national stage.



MEMBER SPOTLIGHT

Tekamah-Herman Schools



Mascot: Tigers

Enrollment: 535 students

Location(s): Tekamah, NE

Interesting Fact: Tekamah-Herman has been a consolidated district since 1969.



Superintendent: Brad Kjar

Principal(s): Apryl Beck & Jason Heitz



MANDYN PRUESS, SHERYL STANSBERRY, ABBY MATHISTAD, BILL SKINNER, BURT ROGERS, CHRIS BOOTH

Programs:

Musical

Our Musical cast and crew combine a multitude of talents and highlights various programs to put on a one of a kind show each year. We are fortunate to have a strong vocal music program that pairs with top notch sponsors and acting talent to make for a well-rounded Musical.



FFA

THS FFA has earned numerous awards and recognition at the local, state, and national levels. They are also widely recognized for their community service projects.



Updates from Members & Other Entities

From NRCSA Executive Director Jack Moles: *NRCSA is backing the work of the Nebraska State College System and the Nebraska SMART program. This is a unique approach to providing free tutoring services to your students. Information on the program is provided below. This program is beneficial on many levels. Among them are:*

- *The program is FREE for kids and families.*
- *The program provides valuable experience for prospective teachers.*
- *The program provides a paying job for prospective teachers.*
- *The program provides another great connection between Chadron State, Peru State, and Wayne State with NRCSA member school districts. All three of the State Colleges are NRCSA members.*
- *The program provides an opportunity to connect prospective teachers with rural schools. Some of the tutors did not attend rural high schools and this provides an opportunity for them to connect with rural.*
- *The program provides an opportunity to connect YOUR school with prospective teachers. You may be in the market to hire one of these tutors in the future and this connection could help!*



Nebraska SMART Update

Free One-on-One Tutoring Now Available for All Nebraska Students

LAST DAY OF TUTORING: May 7
Monday - Thursday 3:30 to 8:30 PM CT

As we approach the final phase of grant funding for Nebraska SMART, your voice is more important than ever.

YOUR STORY MATTERS:

Help Showcase the Impact of Nebraska SMART

We are asking school administrators, teachers, and counselors to help us capture the true impact of Nebraska SMART by sharing a brief testimonial. Your firsthand experiences provide powerful insight into how the program is shaping classrooms, supporting students, and inspiring future educators across Nebraska.

Your perspective matters. It helps us demonstrate the program's value to decision-makers and advocate for its future.

Please take a few minutes to complete the survey here: [Testimonial Form](#).

Your responses will help us:

- Show how Nebraska SMART supports student learning and success
- Highlight its role in developing Nebraska's future teachers
- Share meaningful stories and outcomes with decision-makers

We especially encourage you to include specific examples or stories. These personal insights bring the program to life in ways data alone cannot.

Nebraska SMART's future depends on our ability to clearly show its impact, and that starts with voices like yours.

Thank you for your continued commitment to your students and for helping us tell this important story.

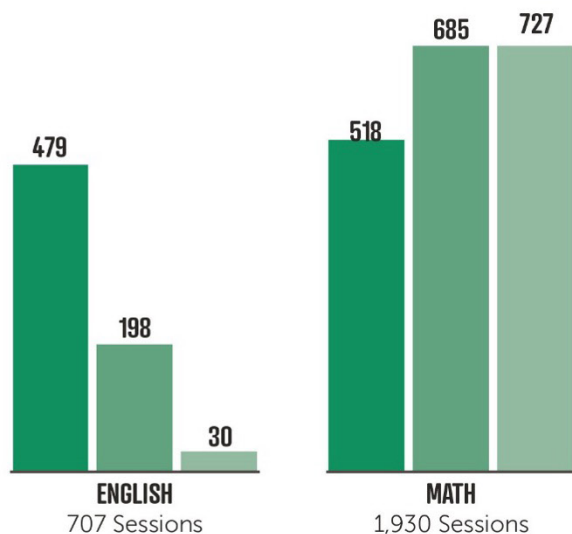
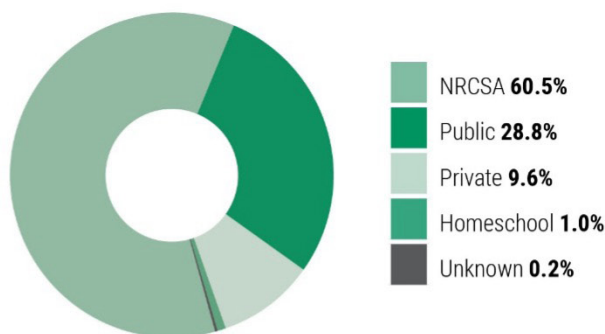
By the numbers

Nebraska SMART is helping students across the state reach their full academic potential through free, online tutoring available to all K–12 students. The program connects students with trained college tutors who provide personalized, one-on-one support in core subjects.

To date, Nebraska SMART tutors have completed more than **2,771** tutoring sessions, serving **1,047** students statewide. The program's success is possible thanks to strong partnerships with schools and organizations across Nebraska, like NRCSA. These partnerships ensure that students, no matter where they live, have access to high-quality academic support.

1,047 STUDENTS SERVED

Since February 2024, 1,047 students have registered for free online tutoring with Nebraska SMART. The chart shows the distribution of students registered based on school type.



2,771 TUTORING SESSIONS COMPLETED

■ K-5th Grade ■ 6th - 8th Grade ■ 9th - 12th Grade

The Tutors have conducted 2,771 tutoring sessions, providing over 1,534 hours of tutoring to K-12 students across rural Nebraska. The graph shows a breakdown of tutoring by subject and grade level.



Nebraska SMART is helping students across the state reach their full academic potential through free, online tutoring available to all K–12 students. The program connects students with trained college tutors who provide personalized, one-on-one support in core subjects.

To date, Nebraska SMART tutors have completed more than **2,661** tutoring sessions, serving **1,029** students statewide. The program's success is possible thanks to strong partnerships with schools and organizations across Nebraska, like NRCSA. These partnerships ensure that students, no matter where they live, have access to high-quality academic support.

To learn more or help your students get started, visit www.nscs.edu/nebraskasmart or contact Judi Yorges at jjorges@nscs.edu.

As we hear concern from rural districts concerning moves in the national front regarding the Department of Education, the National Rural Education Association (NREA) and the National Education Association (NEA) have combined to share a website outlining the amount of federal funding that goes to public schools. The website can be accessed here:

[How Much Funding Does My Public School Get from the Federal Government](#)

Dr. Steven Johnson, a member of the NREA Executive Committee, provided a document entitled, “Strengthening Rural Communities Through Public Education”. Many of you had an opportunity to meet Steve at the NRCSA Spring Conference. His article may be accessed here:

[Strengthening Rural Communities Through Public Education](#)

The Center on Budget and Policy Priorities, along with the Food Research and Action Center, has drawn attention to the possibility that the Community Eligibility Provision (CEP) might be substantially altered. This change could have a negative impact on several school districts in Nebraska. The following website provides a great overview of the concern and allows the viewer to go specifically to Nebraska to see how the change could affect districts.

[State by State Fact Sheet](#)

The ESUCC and ESU 3 have shared a document which outlines all of the trainings and mandates that are required of districts. The document, “School District Plans, Policies, and Annual Trainings Requirements”, is a handy reminder for districts. Thanks to ESUCC Executive Director Kraig Lofquist and ESU 3 Administrator Dan Schnoes for developing and distributing this handy tool. The document may be accessed here:

[School District Plans, Policies, & Annual Trainings](#)

Jeremy Braden, Superintendent at Doniphan-Trumbull, has developed a useful agenda for onboarding new Board of Education members. Many of our districts will bring on new Board members in January. Jeremy’s instrument could be a nice template for Superintendents and Board Presidents to use in working with new Board members. It may be accessed here:

[Board Member Onboarding](#)

[From Jay Martin, NDE Director of School Safety & Security](#)

Hello All,

Time for the home stretch to the end of another school year! I hope it all goes well with all the events planned this spring.

Below you will find the School Safety Newsletter and information. The main question to look for is a Threat Assessment Survey. We are gaging schools’ interest in future Threat Assessment trainings. The last page has a breakdown of the three Threat Assessment trainings offered by UNLPPC. Please take a moment to complete this survey by April 15, 2025.

Remember to apply for your Diamond status Safety Badge to display at your school letting your school community know you “Place School Safety First!”

Thanks for all you do in school safety.

School Safety Newsletter Spring 2025

UNL Extension Center: Embracing Innovation: Exploring the Dynamics of New Partnerships

Developing business & Industry, organizational, and postsecondary partnerships with school districts can play a pivotal role in enriching the educational experience, supporting student achievement, and strengthening connections between schools and their communities. By leveraging external resources, expertise, and support, schools can create a more inclusive, engaging, and supportive learning environment for all students. While partnerships within school districts can bring numerous benefits, there are also challenges that may be encountered. These can be overcome by fostering a culture of collaboration, prioritizing communication and relationship-building, seeking creative funding solutions, and promoting equity and inclusivity in partnership efforts. Additionally, leveraging support from district leadership, community stakeholders, and external resources can help schools overcome obstacles and maximize the benefits of collaborative partnerships.

We in the Institute of Agriculture and Natural Resources (IANR), specifically the College of Agricultural Sciences & Natural Resources (CASNR) and Nebraska Extension 4-H, believe this strategy for K-12 partnerships will result in a strong learning innovation network of support for every learner and every educator in the state of Nebraska. The world of higher education is evolving, driven by changes in technology, demographics, workforce demands, and societal expectations. To meet the needs of today’s learners in the 21st century and prepare them for the challenges of tomorrow, we are embracing innovation, collaboration, and a student-centered approach.

In recent years, CASNR has created two new positions to help in this work. Dr. Tammy Mittelstet (tmittelstet@unl.edu) is serving as the CASNR Statewide Education and Career Pathways Coordinator and Bailey Feit (bailey.feit@unl.edu) serves as the LPS/CASNR Early College and Career Pathways Coordinator. They engage in co-creating education and career pathways for students and supporting teachers by:

- creating opportunities and minimizing barriers for all learners in the exploration of education and career pathways,
- investing in and supporting teachers to innovate and integrate cross-curricular concepts of Food, Energy, Water, and Societal Systems (FEWSS) throughout K-12 education,
- encouraging our higher education institutions to share content expertise to build curriculum that will inform best practices in the areas of FEWSS and mentor future systems thinkers for the continuum of learners through our higher education institutions,
- connecting and developing a team of community leaders to build partnerships that combine resources to support student and teacher innovation, and
- building a workforce of tomorrow with the support of the industry of today by developing work-based learning opportunities.

If you would like to get monthly updates, consider signing up for the L.I.N.K.S. newsletter at <https://casnr.unl.edu/k-12-partners>.

Nebraska Extension brings University of Nebraska expertise and research in 8 key areas of impact directly to Nebraskans from all walks of life in each of the state’s 93 counties. Nebraskans turn to Nebraska Extension to strengthen their families, inspire their communities, empower young people, conserve and protect natural resources and advance their farms, ranches and businesses. Nebraska 4-H represents one of the eight key areas, and has been a leader in the career and college readiness field by being one of the first in the country to support a statewide educator position and team to provide leadership in program development and delivery.

The National Rural Education Association (NREA) is proud to release Why Rural Matters 2025—the 11th edition in a long-standing series of reports that examine the contexts and conditions of rural education across all 50 states. This report continues the critical mission of drawing attention to the urgent need for policymakers, educators, and communities to address rural education challenges and opportunities within their own states.

Since its inception, the Why Rural Matters series has sought to make publicly available data more accessible and actionable. The overarching goal remains clear: to promote informed, civil dialogue about our shared civic responsibility to ensure that every student—rural or urban—has access to high-quality educational opportunities.

New in this year's edition is the inclusion of Bureau of Indian Education (BIE) schools. In his topical essay, Alex Red Corn provides critical insights into the significance of BIE schools, which educate students from multiple tribes and nations with unique histories and cultures. The report carefully distinguishes between “states” proper and BIE schools while underscoring their shared place in the broader rural education landscape. The analyses and data presented in Why Rural Matters 2025 are intended to inform policy discussions, guide decision-making, and inspire action. The report highlights states that have demonstrated measurable progress over time, highlighting examples where thoughtful policy interventions have led to improved outcomes for rural students. These stories of progress offer valuable lessons and serve as evidence that strategic, context-sensitive policies can make a tangible difference in the lives of rural learners.

Data used in Why Rural Matters 2025 come from public sources: the National Center for Education Statistics (NCES), the United States Department of Education, the U.S. Health Resources & Services Administration, and the U.S. Census Bureau.

The National Rural Education Association is proud to launch the 2025 Why Rural Matters report, a project with a more than 20-year history of shaping the conversation about rural education. First conceptualized by the Rural Schools and Community Trust, the report has evolved into a vital resource for policymakers, educators, and communities. Today, NREA carries this important work forward, ensuring that the voices, needs, and strengths of rural schools and students remain at the forefront of education policy and practice nationwide. We are also grateful to the Rural Schools Collaborative, whose continued support strengthens NREA's work on behalf of rural schools, educators, and students across the country.

I would encourage you to take a look at WHY RURAL MATTERS, which can be accessed here:

[Why Rural Matters 2025](#)

The National Rural Education Association (NREA) partnered with AASA in producing a report on REAP. REAP is a program that benefits many of our smaller districts. The report can be accessed here:

<https://www.aasa.org/docs/default-source/resources/reports/rural-education-achievement-program-survey-report.pdf>

[Understanding REAP](#)



The NCA & Proactive Coaching partner to bring Coach Bruce Brown's legendary insights about the parent's role in education-based athletics to your school & community.

Book your School's
Presentation

Parent Meetings
or Special Events

THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

"Outstanding information, well delivered. There were times I thought he was talking directly to me, which is a sign of a great communicator. I personally feel I'm better today than yesterday as a sports parent because I was able to listen to this message." – Parent & School Board Member



Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

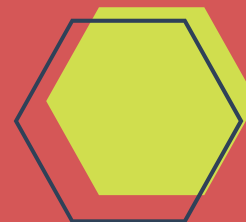


During the Game/Event

Modeling Appropriate Behavior

Big Picture

One Instructional Voice



After the Game/Event

Time & Space

Confidence Building

Relationship Building

Six Powerful Words

NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508

402-310-5472 | darin@ncacoach.org

Official Association Endorsements as of September 1





Nebraska School Administrators & School Board Members,

The Nebraska Coaches Association (NCA) is excited to announce a partnership with Proactive Coaching to bring Coach Bruce Brown's legendary insights about **"The Role of Parents in Education-Based Athletics"** to your school and community. Please see the attached flyer for highlights/focus of the in-person presentation.

NCA Executive Director, Darin Boysen, will begin travel across Nebraska multiple times throughout the 2024-2025 school year to deliver this powerful and passionate message. The NCA, Proactive Coaching and Darin are partnering to bring this message to your school at a **50% discounted rate from the standard Proactive Coaching in-person booking fee.**

Presentation Details:

45-Minute Parent Presentation with One School or Combined Schools

- Single school presentations are recommended but not required
- One presentation = one fee (no additional fee for schools merging)

Audio/Visual Requirements from the Host School:

- Overhead Projector with HDMI Connection
- Screen or Scoreboard Display
- Microphone

Cost – Payable the Day of Presentation:

- Within 75 miles of Lincoln/150 miles Round Trip
 - \$750 flat rate
- Beyond 75 miles of Lincoln/150 miles Round Trip
 - \$750 flat rate
 - 50 Cents per mile Round-Trip -OR- Cost of a Rental Vehicle/Gas
 - In some cases, a rental car may be cheaper for longer distances
 - Hotel Expense – if needed
- ***Please Note:*** Working together with other area schools to book separately on consecutive days of the week can greatly save travel and lodging expenses

The following booklets authored by Bruce Brown will be available for purchase for \$5 each (15% discount) after the presentation or ordered by the school in advance:

- *The Role of Parents in Athletics*
- *Playing with Confidence*
- *Life Lessons for Athletes*

Please let us know if you have any questions regarding the presentation or booking a date.
All the best,

Darin Boysen

Darin Boysen
Nebraska Coaches Association

Official Association Endorsements – as of September 1



The National Rural Education Association, of which NRCSA is a member, works closely with the the Committee for Education Funding (CEF) on federal policy issues. Following is an update on education issues on the federal level from CEF:

I. Policy Intelligence and Education News

Department of Education's website is periodically offline – The Department of Education's (ED's) website (www.ed.gov) has been repeatedly offline today, with some of the career and technical education and adult education sites down since last night. I asked the education authorizing committee and Appropriations Committee staffers if this is related to the government shutdown and having no staff there to fix a technical problem or is this a statement of the Administration's intention to close ED; apparently it is an inadvertent technical issue. I wouldn't normally assume nefarious intentions, but this year has demonstrated that the Administration is working to dismantle ED from within. The website glitches serve to as a reminder that if there is information on the ED website that you regularly use, you should download it and save it elsewhere.

Judge extends order halting layoffs of federal employees during the shutdown – Yesterday a federal judge extended her original order that temporarily stopped the Administration from firing federal employees during the shutdown, which had included about 465 employees at ED. The Administration is now prohibited from making a reduction in force (RIF) during the government shutdown. So those employees given RIF notices in early October now likely have their jobs for the time being but most are furloughed and not being paid. See [CNBC article](#) for details.

Government shutdown continues – The government has been mostly shut down for more than four weeks now, with apparently no high-level talks about how to resolve the conflicts; the House has been in recess since mid-September. Proposals to pay specific groups of federal employees – those still working, or those at specific agencies – and to continue funding specific programs – such as SNAP benefits – have not passed the Senate. The impacts of the shutdown will be felt more widely this week as federal employees except for troops get no October paycheck, the Administration is not using a contingency fund to pay SNAP benefits on November 1 so 42 million beneficiaries will be without income for food, some federally supported programs that had been kept open this month with leftover funds will shut down, and Obamacare health care premiums for 2026 get posted that do not include a subsidy that

is expiring. These actions result from choices that Congress and the Administration are making. When there is a will to spend federal funds – for instance, for billions of dollars of tax breaks in Republicans' bill this summer, for an emergency response or financial bailout – or to cut funds – for instance, for student loans, for research, for SNAP benefits or Medicaid – Congress can pass legislation that spends more or cuts funding, or that provides a tax break or tax increase.

Fact sheets from House Appropriations Committee Republicans and Democrats – Yesterday both House Appropriations Committee Democrats and Republicans posted material that bolster their opposing positions:

Republican press release listing 300+ groups supporting the House-passed funding bill to reopen the government – The [press release](#) lists hundreds of organizations that support the House-passed bill, including many representing agricultural and business interests, the airline industry, chambers of commerce, veterans groups, and conservative interest organizations.

Democratic [fact sheet](#) about how Administration actions “make their shutdown more painful” – The Democratic fact sheet lists three ways that the Administration's actions are making the shutdown more painful for Americans: the mass layoffs announced in early October (now paused due to the District Court judge mentioned above, but I'd expect the Administration to appeal); executive orders to cancel funding to specific cities or state led by Democrats; and delaying or withholding funding for programs that have a source of funding available, like SNAP and some emergency assistance programs.

Three years ago, NRCSA began a Principal Search Service. This service is patterned after our successful Superintendent Search Service. Two options are available. Both options will involve NRCSA consultants recruiting candidates for the position. One option will involve the NRCSA consultant making background calls, while the reduced version of the service will place that role with the Superintendent. If you are interested in getting more information about the service now, please contact Jack. Here is a brochure outlining the service.

[NRCSA Principal Search Brochure](#)

Chadron State College Special Education Para-to-Teacher Program Initiative.

Purpose: This “Grow Your Own” Special Education Teacher program is designed to provide school districts with the opportunity to cultivate and participate in the training of their para-professionals who wish to continue their education to become special education teachers.

Who: Any individual who holds a minimum of an Associate’s Degree (or equivalent credit hours) from an accredited higher education institution, and who is employed as a para-professional within a school district.

What: Chadron State will provide required course work and enrichment activities via online, face-to-face (via Zoom), and on the job experiential learning, leading to a Bachelor’s in Education Degree, and a Nebraska Teaching Certificate with an endorsement in Special Education (grades PK-12). With administrator input, program course work will be tailored to best fit your district practices and expectations. Each course will be offered in an 8-week format, with 12-13 credit hours to be completed each 16 week semester.

How: Program participants will be advised, monitored, and supported by CSC faculty/staff, and a CSC Education Program liaison is specifically assigned to facilitate their progress. District para-professionals may enter the program at any time in the academic year.

When: once participants reach their senior academic year they will embark on completing their capstone course work, via online and Zoom class sessions. This course work has been pared down considerably with the understanding and assumption that these student teachers will be learning “on-the-job”. For example, one section covers classroom management practices. Clearly, one can argue and attest that these student teacher interns are learning more about managing a classroom from being mentored by veteran teachers within your school, and observing them in action. This is the belief and learning approach embraced during this senior year. However, to ensure and assess concept learning, Chadron State faculty will be meeting with your student teacher cohort twice per week for 1.5 hours, via Zoom conferencing technology.

Graduation: At the completion of this program students/candidates graduate from Chadron State College, and apply for teaching licensure resulting in a valid initial teaching certificate with and endorsement in PK-12 Special Education. Chadron State’s education program is nationally and State accredited. As such, interstate certification reciprocity is not a problem.

Things for your consideration:

1) To qualify for this program participants must hold at least an Associate’s Degree or the equivalent in college credit hours. *(CSC will work with those applicants to provide them with the needed coursework leading up to program entry).*

2) Districts must agree to maintain para-professional employment throughout the course of the program—including during the student teaching experience.

Please contact Dr. Adam Fette for more program information, at afette@csc.edu.

NRCSA developed a corporate sponsorship/partnership program. The program is designed to provide our corporate partners with more opportunities for contact with the decision makers in our member school districts, ESUs, and the colleges through increased exposure. Corporate partners are able to choose among three levels of sponsorship: Purple Ribbon Partners, Blue Ribbon Friends, and Red Ribbon Sponsors. Different forms of contact with our members are made available in each of the three levels.

We are very pleased to partner with our corporate sponsors, and NRCSA is so very thankful that each of you has chosen to partner with us.

Proactive Roof and Building Envelope Maintenance: Maximizing School District Budgets and Infrastructure Lifespan

It is often said that “the only thing constant is change” – a truth that underscores the importance of proactive roof and building envelope maintenance in school districts. No one ever wants to deal with leaks or other moisture issues in a school. Tremco Roofing and Building Maintenance has partnered with school districts nationwide, offering budget-friendly solutions that protect critical infrastructure and extend asset life. Since ESSER funding is no longer available, many schools may be challenged by limited resources to address deferred maintenance.

Tremco solutions are designed to meet challenging budget constraints while protecting your roofing and building envelope assets, extending performance life for as long as possible, and helping you plan for long-term needs while addressing your most urgent roofing and building envelope problems today.

The True Cost of “Run-to-Failure” Maintenance

It’s a familiar story: a roof starts leaking, and by the time the issue is investigated, warranties have expired, leaving only one solution—an expensive total roof replacement. Allowing roofs to “run to failure” is both costly and disruptive. By maintaining and restoring your roofs before they reach the point of failure, you can avoid emergency repairs and extend the life of your assets.

The Power of Proactive Maintenance

Routine inspections, diagnostics, and timely repairs are essential to prolonging roof life. By catching minor issues early and restoring rather than replacing roofs, schools can save significantly. Roof restoration is not only more cost-effective but also less disruptive. Unlike roof replacement, which involves tearing off the old roof and generating significant waste, restoration uses fluid-applied systems that extend the roof’s life by 20 years or more—often with minimal odor or disruption to the learning environment.

Scheduled roof maintenance is essential to avoid premature roof failures. Routine maintenance helps prevent small issues, like cracks or blisters, from escalating into costly damage. Roof systems should be inspected and maintained regularly and include:

- **Inspection and Cleaning:** roofs should be inspected for surface damage, pooling water, debris accumulation, and signs of leaks or compromised seals, especially around roof penetrations, and cleaned annually.
- **Drains and Curbs:** Flat roofs are more prone to pooling water, which can lead to leaks, mold, and structural damage. Cleaning drain assemblies and possibly installing new drains may alleviate this problem.
- **Joint Sealing:** Extreme weather changes, age and other problems can create cracks or open joints in your parapet walls and concrete surfaces. This can allow water to infiltrate your roof and building. Early detection of cracks in the roof membrane protects the building’s interior and structural integrity.
- **Flashings:** The most common reason for premature roof failure is flashing problems. Simply repairing or replacing failing flashings with reinforcement membranes designed to be compatible with your roof system can help you avoid major problems down the road.
- **Patch and Repair:** As roofs age, minor problems such as tears and splits in the membrane, as well as cracks and deterioration of the walls may occur. Left unrepaired, they can become major problems and lead to large capital expenses.



Tremco/WTI for Your Maintenance Needs

Limited budgets and vast responsibilities often mean that roofing and building envelope maintenance is reactive rather than proactive; only addressed when leaks or damage appear.

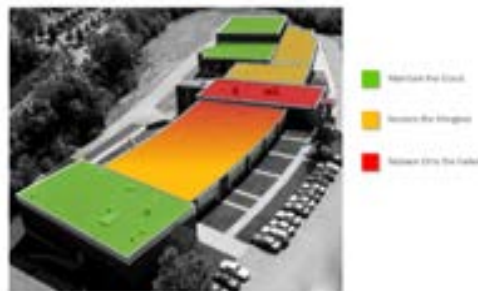
Through Tremco Roofing's affiliated construction services company, WTI (Weatherproofing Technologies, Inc.), school districts in Nebraska can obtain comprehensive maintenance, repair, roof management, and general contracting services for the entire building envelope. From simple patch and repair to ongoing maintenance to roof restoration or even replacement, Tremco and WTI have you covered. Taking a proactive approach to managing facility infrastructure can prevent costly emergencies, reduce disruptions, and stretch your budget much further.

Tremco even offers the TremSource® leak management program. One call to our 24/7 hotline sends qualified roofing technicians to find and repair roof leaks anywhere at your facility.

Asset Management Methodology: A Roadmap for Success

Tremco takes roof maintenance a step further with its asset management program. An effective facility asset management program consists of three parts: expert inventory assessment, prioritized construction, and scheduled maintenance—so you know what you have, spend wisely and keep your building enclosures operational for as long as possible. With this approach, you can optimize both your budget and your operations.

The first step in effective asset management is assessing the condition of your roof and other building envelope components. Categorize them using a simple triage system:



- **Green (Maintain):** These areas are in good condition and require routine maintenance.
- **Amber (Restore):** These areas need restoration to prevent further degradation.
- **Red (Replace):** These areas have reached the end of their useful life and require replacement.

This categorization allows you to develop a long-term (10-20+ years) maintenance and repair plan. Applying this methodology to all aspects of your building envelope—roofs, walls, windows, and foundations—can save time and money in the long run.

Beyond Roofing: A Holistic Approach to Asset Management

While roofing is an essential starting point, the asset management approach should extend to the entire building envelope. Walls, windows, doors, and foundations all play a role in maintaining the building's integrity and energy efficiency. By understanding the condition of these assets, prioritizing repairs, and developing a structured plan, districts can achieve predictable budgets and long-term cost savings.

Conclusion: The Payoff of Proactive Maintenance and Asset Management

For rural school districts in Nebraska, proactive maintenance and asset management offers a clear path to optimizing performance, extending the life of critical infrastructure, and avoiding costly emergency repairs. By investing in routine maintenance and timely restorations, facility managers can safeguard their buildings, protect their budgets, and ensure a safe, comfortable learning environment for years to come.

Contact Jim Wolfsohn at 816.716.7345 or jwolfsohn@tremcoinc.com to discover how **Tremco** can help your district implement cost-saving, proactive maintenance strategies



Purple Ribbon Partners



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