

Regular Monthly Meeting
Monday, July 13, 2026 7:20 PM

BOARDROOM @ LCC HIGH SCHOOL
502 Wakefield Street
Laurel, NE 68745-0008

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. DIRECTOR OF ACTIVITIES & TRANSPORTATION REPORT
 - VI.2. PRINCIPALS' REPORTS
 - VI.3. SUPERINTENDENT'S REPORT
 - VI.4. BOARD COMMITTEE REPORTS
 - VI.4.1. POLICY COMMITTEE MEETING - JULY 7, 2026
 - VI.4.2. TRANSPORTATION, BUILDINGS & GROUNDS COMMITTEE MEETING - JULY 8, 2026
- VII. DISCUSSION ITEMS
 - VII.1. EVALUATION FRAMEWORK UPDATE (PROGRAMS & FACILITIES)
- VIII. ACTION ITEMS
 - VIII.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SPECIAL EDUCATION INTERLOCAL AGREEMENT
 - VIII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO RESOLUTION ON TRAINING REQUIREMENTS
 - VIII.3. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO ANNUAL BOARD POLICY UPDATES
 - VIII.4. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO BOARD POLICIES - 5000 SERIES (STUDENTS) ON FIRST READING
 - VIII.5. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO BOARD POLICIES/ADMINISTRATIVE REGULATIONS
 - VIII.6. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SCHOOL HANDBOOKS FOR 2026-2027 (STUDENT & FAMILY, ACTIVITY, FACULTY, CLASSIFIED EMPLOYEES)
 - VIII.7. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO NRCSA MEMBERSHIP RENEWAL
 - VIII.8. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SCHOOL AUDIT SERVICES
- IX. CORRESPONDENCE AND BOARD BULLETINS
- X. UPCOMING BOARD MEETINGS, COMMITTEE MEETINGS, AND WORKSHOPS

- X.1. REGULAR BOARD OF EDUCATION MEETING - TUESDAY,
AUGUST 11, 2026 (7:00 PM - LCC MIDDLE SCHOOL
BOARDROOM/COLERIDGE)
- X.2. SPECIAL BOARD MEETING AND BUDGET WORKSHOP -
TUESDAY, AUGUST 25, 2026 (7:00 PM - LAUREL PUBLIC LIBRARY
BOARD ROOM)
- X.3. NASB AREA MEMBERSHIP MEETING - WEDNESDAY, AUGUST
26, 2026 (SOUTH SIOUX CITY)
- XI. ADJOURN

Regular; Beginning Month 09/2025; Processing Month 06/2026; 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	258,919.16	355,610.79	(15,811.54)
	Total: Current Assets	80,880.09	258,919.16	355,610.79	(15,811.54)
Fund Balance					
05 704	FUND BALANCE	312,841.45	0.00	733.98	313,575.43
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)	10,082.84	15,944.83	1,087.40
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	2,721.28	1,355.00	11,892.42
05 704 1080	CONCESSIONS	27,945.89	31,538.83	25,778.84	22,185.90
05 704 1085	MIDDLE SCHOOL STUDENT COUNCIL	4,343.71	9,379.34	10,418.78	5,383.15
05 704 1090	ELEMENTARY ACTIVITY FUND	335.14	896.00	956.00	395.14
05 704 1091	JUNIOR HIGH ACTIVITIES	0.00	287.84	1,104.98	817.14
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	13.00	(168.00)
05 704 1100	ELEMENTARY STUDENT COUNCIL	3,744.41	4,159.72	3,393.75	2,978.44
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)	1,707.56	2,505.90	(8,999.08)
05 704 1125	LAUREL FITNESS CENTER	(19,052.89)	3,332.27	4,300.00	(18,085.16)
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 1135	MIDDLE SCH GENERAL ACTIVITIES	0.00	0.00	0.00	0.00
05 704 1140	GENERAL ACTIVITIES	(299,716.39)	129,837.80	44,671.16	(384,883.03)
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)	187.67	0.00	(1,584.52)
05 704 1160	LIBRARY	6,497.45	0.00	570.29	7,067.74
05 704 1161	MAKERSPACE	2,995.54	2,971.56	2,530.55	2,554.53
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	2,510.00	1,264.85
05 704 1180	CROSS COUNTRY	2,794.80	1,807.79	3,940.84	4,927.85

Regular; Beginning Month 09/2025; Processing Month 06/2026; Fund Number 05

Fund: 05 ACTIVITIES FUND		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
05 704 1185	GIRLS GOLF	1,161.44	174.25	0.00	987.19
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)	3,480.14	8,718.32	5,158.92
05 704 1240	GIRLS BASKETBALL	1,807.55	1,205.00	400.00	1,002.55
05 704 1245	BOYS BASKETBALL	1,253.68	5,842.93	7,212.05	2,622.80
05 704 1250	WRESTLING	727.01	0.00	0.00	727.01
05 704 1255	E-SPORTS	(7,165.05)	1,466.11	534.19	(8,096.97)
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)	1,868.63	255.20	(10,187.09)
05 704 1600	VIDEO BOARD	2,500.00	0.00	0.00	2,500.00
05 704 1705	GREENHOUSE	0.00	3,646.60	11,559.20	7,912.60
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	356,360.77	259,669.14	(15,811.54)
Revenue					
05 1510 0000	INTEREST ON INVESTMENTS	0.00	0.00	681.65	681.65
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	792.89	25,027.07	24,234.18
05 1790 1085	MIDDLE SCHOOL STUDENT COUNCIL	0.00	0.00	9,672.58	9,672.58
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 1097	MIDDLE SCHOOL CIRCLE OF FRIENDS	0.00	0.00	13.00	13.00
05 1790 1100	ELEMENTARY STUDENT COUNCIL	0.00	0.00	3,275.82	3,275.82
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	2,505.90	2,505.90
05 1790 1125	LAUREL FITNESS CENTER	0.00	0.00	4,300.00	4,300.00

Regular; Beginning Month 09/2025; Processing Month 06/2026; Fund Number 05

Fund: 05 ACTIVITIES FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
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
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 1160	LIBRARY	0.00	0.00	570.29	570.29
05 1790 1161	MAKERSPACE	0.00	10.64	2,428.67	2,418.03
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	2,510.00	2,184.95
05 1790 1180	CROSS COUNTRY	0.00	0.00	3,940.84	3,940.84
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	8,718.32	8,338.39
05 1790 1240	GIRLS BASKETBALL	0.00	0.00	400.00	400.00
05 1790 1245	BOYS BASKETBALL	0.00	0.00	7,212.05	7,212.05
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	11,559.20	11,559.20
05 1990 0000	OTHER MISCELLANEOUS LOCAL RECEIPTS	0.00	0.00	52.33	52.33
Total: Revenue		0.00	2,955.15	253,276.32	250,321.17
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	2,483.24	160.00	2,323.24
05 2900 610 0 000 124	COLERIDGE FITNESS CENTER	0.00	1,707.56	0.00	1,707.56
05 2900 610 0 000 125	LAUREL FITNESS CENTER	0.00	3,332.27	0.00	3,332.27
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	3,100.21	0.00	3,100.21
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	5,842.93	0.00	5,842.93
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	1,868.63	255.20	1,613.43
05 2900 610 0 000 705	GREENHOUSE	0.00	3,646.60	0.00	3,646.60
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	10,082.84	0.00	10,082.84
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	30,745.94	751.77	29,994.17
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

Regular; Beginning Month 09/2025; Processing Month 06/2026; Fund Number 05

Fund: 05 ACTIVITIES FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
05 2900 610 1 000 140	GENERAL ACTIVITIES	0.00	129,837.80	3,822.53	126,015.27
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
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	1,466.11	0.00	1,466.11
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	117.93	4,041.79
05 2900 610 3 000 085	MIDDLE SCHOOL STUDENT COUNCIL	0.00	9,379.34	746.20	8,633.14
05 2900 610 3 000 091	JUNIOR HIGH ACTIVITIES	0.00	287.84	0.00	287.84
05 2900 610 3 000 097	MIDDLE SCHOOL CIRCLE OF FRIENDS	0.00	181.00	0.00	181.00
05 2900 610 3 000 135	MIDDLE SCH GENERAL ACTIVITIES	0.00	0.00	0.00	0.00
05 2900 610 3 000 156	MIDDLE SCHOOL PBIS	0.00	167.37	0.00	167.37
05 2900 610 3 000 161	MAKERSPACE	0.00	2,960.92	101.88	2,859.04
Total:	Expenditure	0.00	353,405.62	6,392.82	347,012.80
Total:	05	161,760.18	971,640.70	874,949.07	565,710.89

07/08/2026 9:56 AM

Posted; Batch Description 4 Records Selected; Journal Code CD; Processing Month
06/2026

User ID: MEGAN

Checking Account ID: 5

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
11675	06/08/2026				BOONECENBB	BOONE CENTRAL BOYS BASKETBALL	175.00
11676	06/08/2026	X			CLASSENLAN	LONDON CLASSEN	175.00
11677	06/08/2026				EPPJBB	ELGIN PUBLIC/ELGIN POPE JOHN BOYS BASKETBALL	175.00
11678	06/08/2026	X			HAISCHBL	BRUCE HAISCH	175.00
11679	06/08/2026				HUMPHREYPU	HUMPHREY PUBLIC SCHOOL	100.00
11680	06/08/2026				LEIGHSCHOO	LEIGH COMMUNITY SCHOOLS	175.00
11681	06/08/2026	X			LINCLUTHBB	LINCOLN LUTHERAN BOYS BASKETBALL	250.00
11682	06/08/2026	X			MCCORKBRA	BRAYDN MCCORKINDALE	175.00
11683	06/08/2026	X			NORDLAUR	LAURA NORDBY	37.59
11684	06/08/2026	X			OSTENTRE	TREVOR OSTEN	175.00
11685	06/08/2026	X			REIFENIZAC	IZAC REIFENRATH	175.00
11686	06/08/2026	X			WINSIDE	WINSIDE PUBLIC SCHOOL	280.00
11687	06/11/2026	X			AMAZCAPITA	AMAZON CAPITAL SERVICES	309.96
11688	06/11/2026	X			ELANFINANC	ELAN FINANCIAL SERVICES	5,116.47
11689	06/11/2026	X			LAURELHOME	LAUREL'S HOMETOWN MARKET	270.42
11690	06/11/2026	X			STADIUMW	STADIUM SPORTS	279.00
11691	06/11/2026				WYNOT	WYNOT PUBLIC SCHOOLS	160.00
11692	06/29/2026				AMAZCAPITA	AMAZON CAPITAL SERVICES	248.82
11693	06/29/2026				AWARDSUNLI	AWARDS UNLIMITED, INC	90.35
11694	06/29/2026				HUMMERTINT	HUMMERT INTERNATIONAL	97.70
11695	06/29/2026				JOHNSONFIT	JOHNSON FITNESS & WELLNESS	1,205.70
11696	06/29/2026				LAURELACE	LAUREL ACE HARDWARE	35.00
11697	06/29/2026				LEONMARK	MARK LEONARD	72.30
11698	06/29/2026				SIDELINE	SIDELINE POWER	6,545.00
11699	06/29/2026				STADSPORTO	STADIUM SPORTS	13,189.58
11700	06/30/2026	X			CLOVER	CLOVER	196.14
11701	06/30/2026	X			REVTRAK	REVTRAK	1.09
Check Type Total:		Check		Void Total:		0.00	Total without Voids: 29,885.12
Checking Account Total:		5		Void Total:		0.00	Total without Voids: 29,885.12
Grand Total:				Void Total:		0.00	Total without Voids: 29,885.12

LAUREL-CONCORD-COLERIDGE SCHOOL DISTRICT #54
BOARD OF EDUCATION
Regular Monthly Meeting
Monday, June 8, 2026, 7:00 p.m.
Boardroom @ LCC School, Coleridge, NE 68727

Attendance taken at 7:00 p.m.

Garry Anderson: Present
Rich Brandow: Present
Carol Erwin: Absent
Jon Graham: Present
Jay Hall: Present
Bryan Pippitt: Present
Grant Settje: Present
Present: 6. Absent: 1.

I. CALL MEETING TO ORDER

The regular meeting was convened at 7:00 p.m. on June 8, 2026 in the Board Room at Laurel-Concord-Coleridge School, Coleridge, Nebraska. The meeting notice was published in the June 3, 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, 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 Jon Graham.

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

III. CONSENT AGENDA

Motion to approve the consent agenda items including minutes of the May 11, 2026 regular board meeting; minutes of the May 29, 2026 special board meeting; Treasurer reports; the General Fund bills in the amount of \$140,612.54; the Depreciation Fund bill in the amount of \$35,923.02; the Employee Benefit Fund bill in the amount of \$4,582.10; the Bond Fund bill in the amount of \$273,752.50; the May 2026 Activity Fund bills in the amount of \$88,709.03; and the projected payroll in the amount of \$648,695.33 passed with a motion by Garry Anderson and a second by Grant Settje.

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

IV. EXCUSE ABSENT BOARD MEMBERS

Motion to excuse the absence of Carol Erwin passed with a motion by Grant Settje and a second by Bryan Pippitt.

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

V. PUBLIC COMMENT

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

VI. INFORMATION AND PROPOSALS

VI.1. FACULTY AND STUDENT REPORT

Two students qualified for and attended the national SkillsUSA conference in Atlanta with sponsor Pat Harrington. Kennedy Hall was present to share her experiences with Board members.

VI.2. DIRECTOR OF ACTIVITIES & TRANSPORTATION REPORT

Quin Conner shared his report with the Board. Drey Puppe placed first in the State track meet in the 110 Hurdles. Dance tryouts were held in May and there was a great turnout of 17 interested girls. Our small fleet vehicles have all been fully detailed.

VI.3. PRINCIPALS' REPORTS

Elementary Principal Keri Hart shared some information regarding professional development trainings.

Middle School Principal Mark Leonard shared personnel updates with the Board. There are currently three students attending summer school in the Level III program. Foster Stone placed 3rd at the Junior High State Track meet. Mr. Leonard is applying for grants for the playground upgrades.

VI.4. SUPERINTENDENT'S REPORT

Superintendent Christiansen shared his report with the Board. He provided personnel updates and spoke about the NASB Board Candidate Workshop he attended with Paul Garcia. The district's Wellness Committee has been working on the required triennial review.

VI.5. BOARD COMMITTEE REPORTS

VI.4.1. POLICY COMMITTEE MEETING – JUNE 2, 2026

Bryan Pippitt discussed the recent Policy meeting. The committee reviewed recommended policy updates.

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.

Motion to approve the following annual policy updates on First Reading and in accordance with recent state and federal legislative action and updates: 1110 - Bulletin Boards, Display Case, and Posted Material; 3560 - Records Management and Disposition; 5004 - Full-time and Part-time Enrollment; 5005 - Student Residence, Admission and Contracting for Educational Services; 5006 - Option Enrollment; 5008 - Student Attendance; 5101 - Student Discipline; 5205 - Graduation; 8130 - Annual Organizational Meeting; 8342 - Designated Method of Giving Notice of Meetings; and 3130 - Purchasing Policies.

Passed with a motion by Bryan Pippitt and a second by Grant Settje.

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

Yea, Settje: Yea

Yea: 6, Nay: 0, Absent: 1.

VIII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO GIRLS GOLF COOPERATIVE AGREEMENT.

Motion to approve the Girls Golf cooperative agreement with Allen Community Schools and Emerson-Hubbard Community Schools for the 2026-2027 school year. 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 President and Secretary 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 similar resolution by the School Boards of the cooperating schools or school districts.

Passed with a motion by Rich Brandow and a second by Bryan Pippitt.

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

Yea, Settje: Yea

Yea: 6, Nay: 0, Absent: 1.

VIII.3. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO NEGOTIATED AGREEMENT SICK LEAVE BANK COMPENSATION.

Motion to approve the LCCEA Sick Leave Bank reimbursement request of 20 days for Erica Mogensen passed with a motion by Bryan Pippitt and a second by Grant Settje.

Anderson: Yea, Brandow: Abstain, Erwin: Absent, Graham: Yea, Hall: Yea,

Pippitt: Yea, Settje: Yea

Yea: 5, Nay: 0, Abstain: 1, Absent: 1.

VIII.4. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO TECHNOLOGY SUPPORT SERVICE AGREEMENT WITH ESU #1.

Motion to approve the Technology Support Service Agreement with ESU 1 for the 2026-2027 school year as presented passed with a motion by Jon Graham and a second by Rich Brandow.

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

VIII.5. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO TEACHER CONTRACTS.

Motion to approve the teaching contract for Brooke Languis for the 2026-2027 school year passed with a motion by Grant Settje and a second by Jon Graham.

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

VIII.6. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SCHOOL MEAL PRICES FOR 2026-2027.

Motion to approve the School Meal Prices for 2026-2027 as provided passed with a motion by Grant Settje and a second by Garry Anderson.

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

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. POLICY COMMITTEE MEETING – THURSDAY, JUNE 18, 2026 (7:00 A.M. – ELEMENTARY CONFERENCE ROOM, LAUREL)

X.2. TRANSPORTATION, BUILDINGS, & GROUNDS COMMITTEE MEETING – WEDNESDAY, JULY 8, 2026 (7:00 A.M. – ELEMENTARY CONFERENCE ROOM, LAUREL)

X.3. ANNUAL SPECIAL HEARINGS – MONDAY, JULY 13, 2026 (7:00 P.M. – LCC BOARD ROOM, LAUREL)

X.4. COMMITTEE ON AMERICAN CIVICS MEETING – MONDAY, JULY 13, 2026 (7:15 P.M. – LCC BOARD ROOM, LAUREL)

X.5. REGULAR BOARD OF EDUCATION MEETING- MONDAY, JULY 13, 2026 (7:20 P.M. – LCC BOARD ROOM, LAUREL)

XI. ADJOURN

Meeting adjourned at 7:53 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**

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	\$5,567.77	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	\$203,385.26	58.99%
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		58.99%
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		58.99%
Adjustment		85.69%	Adjustment		90.29%	Adjustment		91.84%	Adjustment		89.49%	Adjustment		89.64%	Adjustment		69.23%	Adjustment		58.99%
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	\$4,325,058.57	
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	(\$3,006,865.43)	

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	\$884,274.64	73.66%
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		73.66%
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		73.66%
Adjustment		92.86%	Adjustment		91.12%	Adjustment		78.55%	Adjustment		82.50%	Adjustment		89.88%	Adjustment		94.25%	Adjustment		73.66%
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	\$7,875,802.01	
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	(\$2,816,203.99)	

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

2025-2026**LCC SCHOOL DISTRICT #54****FINANCIAL STATEMENT****July 13, 2026****Fund 01 GENERAL FUND CHECKING**

6/1/26 \$2,715,261.47

Receipts

Cedar County Local Taxes	\$159,547.60
Cedar County Motor Vehicle Taxes	\$25,975.87
Cedar County Fines/Licenses	\$2,856.20
Cedar County Homestead Exemption	\$6,464.79
Cedar County Property Tax Credit	\$1,141,704.08
Dixon County Local Taxes	\$42,063.15
Dixon County Motor Vehicle Taxes	\$1,793.40
Dixon County Fines/Licenses	\$697.24
Dixon County Homestead Exemption	\$1,539.01
Wayne County Local Taxes	\$1,774.51
Wayne County Motor Vehicle Tax	\$4.12
Wayne County Fines/Licenses	\$20.95
Wayne County Homestead Exemption	\$152.72
State Aid	\$64,549.00
State of Nebraska - SPED School Age	\$121,846.00
State of Nebraska - MIPS	\$1,942.11
LCC School Lunch Fund - June 2026 Payroll Reimbursement	\$16,720.69
LCC School Cooperative Fund - June 2026 Payroll Reimbursement	\$4,675.56
Miscellaneous receipts	\$20,353.85
Board member - insurance premium	\$2,143.03
Interest earned	\$1,770.68
Total Receipts:	\$1,618,594.56

Disbursements

June Payroll (all funds)	\$648,718.05
June General Fund bills	\$141,607.54
Line of Credit repayment	\$751,000.00
Line of Credit interest payment	\$26,553.80
Transfer to Depreciation Fund	\$155,923.02
Transfer to Lunch Fund	\$55,000.00
Reverse bank error	\$0.05
RevTrak fee	\$11.46
Total Disbursements:	(\$1,778,813.92)

General Fund Checking Balance 6/30/2026**\$2,555,042.11****GENERAL FUND SAVINGS**

Beginning Balance	\$710.43
Receipts: Interest earned	\$0.59
Disbursements:	\$0.00

Ending Savings Account Balance 6/30/2026	\$711.02
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GENERAL FUND PETTY CASH	\$5,000.00
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GENERAL FUND BALANCE 6/30/2026	\$2,560,753.13
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JULY PROJECTED PAYROLL

General Fund	\$523,042.33
Lunch Fund	\$718.62
Cooperative Fund	\$4,669.51
Total Payroll:	\$528,430.46

JULY PROJECTED BILLS

General Fund	\$198,099.44
Depreciation Fund	\$0.00
Employee Benefit Fund	\$7,632.81
Bond Fund	\$0.00
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	\$2,685.65
Student Fees Fund	\$553.98
Total Bills:	\$208,971.88

Fund 02 DEPRECIATION FUND

Beginning Balance	\$18,006.26
Receipts: Interest earned	\$100.48
Transfer from General Fund	\$155,923.02
Disbursements: KCAV	(\$35,923.02)
Ending Balance 6/30/2026	\$138,106.74

Fund 03 EMPLOYEE BENEFIT FUND

Beginning Balance	\$15,084.29
Receipts: Interest earned	\$35.59
Staff contributions to flex plans	\$5,760.47
Disbursements:	(\$4,582.10)
Ending Balance 6/30/2026	\$16,298.25

Fund 06 SCHOOL LUNCH/MILK FUND

Beginning Balance	\$19,000.29
Receipts: Lunch/Milk/Reimbursement	\$7,764.34

Interest earned	\$19.76	
Transfer from General Fund	\$30,000.00	
Disbursements: Food/Supplies/Equipment Purchases	(\$13,630.76)	
June 2026 Payroll	(\$16,720.69)	
Ending Balance 6/30/2026		\$26,432.94

Fund 07 BOND FUND

Beginning Balance	\$703,734.22	
Receipts: Cedar County Taxes	\$94,776.21	
Dixon County Taxes	\$9,312.09	
Wayne County Taxes	\$415.14	
Interest earned	\$274.98	
Disbursements: BOK Financial	(\$273,752.50)	
Pay back line of credit to Security Bank	(\$416,200.00)	
Ending Balance 6/30/2026		\$118,560.14

Fund 08 SPECIAL BUILDING FUND

SPECIAL BUILDING FUND - Original Account

Beginning Balance	\$18,210.68	
Receipts: Interest earned	\$15.88	
Disbursements:	\$0.00	
Ending Balance 6/30/2026		\$18,226.56

SPECIAL BUILDING FUND - Bond Account

Beginning Balance	\$359.02	
Receipts: Interest earned	\$0.76	
Disbursements:	\$0.00	
Ending Balance 6/30/2026		\$359.78

SPECIAL BUILDING FUND - Lease-Purchase Account

Beginning Balance	\$867,923.02	
Receipts: Cedar County Taxes	\$225,181.45	
Dixon County Taxes	\$7,508.75	
Wayne County Taxes	\$331.88	
Interest earned	\$800.85	
Ending Balance 6/30/2026		\$1,101,745.95

SPECIAL BUILDING FUND TOTAL: \$1,120,332.29

Fund 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Beginning Balance	\$3,632.80	
Receipts: Cedar County Taxes	\$7.44	
Dixon County Taxes	\$0.00	
Wayne County Taxes	\$0.00	

Interest earned	\$3.22	
Disbursements:	\$0.00	
Ending Balance 6/30/2026	QCPUF TOTAL:	\$3,643.46

Fund 10 COOPERATIVE FUND

Beginning Balance	\$40,128.84	
Receipts: Interest earned	\$35.33	
Building Blocks	\$16,283.79	
Disbursements:		
June 2026 Payroll-LCC General Fund	(\$4,675.56)	
Building Blocks charges	\$0.00	
Ending Balance 6/30/2026		\$51,772.40

Fund 12 STUDENT FEE FUND

Beginning Balance	\$10,918.23	
Receipts: Interest earned	\$9.67	
Disbursements:	\$0.00	
Ending Balance 6/30/2026		\$10,927.90



Memo to: Board of Education
From: Jeremy Christiansen
Re: Superintendent's Report
Date: Monday, July 13, 2026

Superintendent's Report

NDE Accreditation Approval

- The State Board of Education has approved and accredited our school district for the 2026-2027 school year indicating that we continue to meet or exceed all requirements as outlined in Rule 10.

Registration and RevTrak On-Line Purchasing

- Our annual Registration process continues to incorporate an online experience for families. Parents will be encouraged to access their PowerSchool portal account (July 20th - August 3rd) to update demographic and health history information, as well as complete or submit other necessary forms and documentation for the start of the school year. We continue to host an in-person Registration opportunity for families also. This year's event is scheduled for Monday, July 27th (11:00 am - 6:00 pm) and will be held at both the High School Commons as well as at the Middle School.
- We also continue to offer an online purchasing system called RevTrak. This option allows families to deposit funds into student meal accounts, purchase milk/snack tickets, pay for preschool tuition, as well as purchase activity passes.

New Teacher Orientation (Friday, August 7th)

- We will be hosting orientation activities and district-wide tours on Friday, August 7th for new teachers. Activities and shared information will be facilitated by the administrators, the Business Manager, our Instructional Coach, as well as Department heads (Facilities, Nutrition Services, Transportation/Activities).

Professional Development Days (Monday, August 10th - Wednesday, August 12th)

- Plans are nearly finalized for the professional learning activities designed for all school district staff prior to the start of the new school year. All staff officially report on Monday, August 10th with district-wide and building-specific meetings and training sessions ranging from handbook reviews to schedules, procedures and routines, to school safety. Time for teachers and staff to prepare and work in their classrooms is also prioritized during these days.

Back to School Night (Tuesday, August 11th)

- This year's Back to School Night event will be held on Tuesday, August 11th (5:00 pm - 7:00 pm) at each school campus. This is the best opportunity for students and their families to meet their teacher(s) and see their classroom(s) and the school prior to the start of school on Thursday, August 13th. This year we will once again host several food truck and/or local vendor options available for food/beverage purchases prior to and after the Back to School Night event. Watch for posts and more information coming soon!

Annual Business After Hours Honoring LCC School Staff and Board of Education (Friday, August 21, 2026)

- Please plan to join us for a special *Business After Hours* event on Friday, August 21st (5:00 pm to 7:00 pm) in recognition of Laurel-Concord-Coleridge School, proudly sponsored by the Laurel Chamber Community Club, the Coleridge Community Club, and several local businesses.
- This community gathering is a great way to celebrate the start of the new school year in a relaxed, social atmosphere. Enjoy appetizers and snacks while connecting with LCC staff, local business leaders, and fellow community members.
- A highlight of the evening will be the public recognition of LCC staff in attendance, including a special introduction of new teachers and staff joining the district this year.
- School board members are especially encouraged to attend as we come together to show appreciation and support for the people who help make LCC a great place to learn and grow.

Personnel Updates

- We have extended an employment offer to Rachel Gewock for an Elementary Paraprofessional position for the upcoming school year. Mrs. Gewock is a former school district graduate and has had children attend the school district. Most recently she has been employed by Building Block Early Childhood Center.
- We are actively advertising for and seeking to fill the following positions:
 - High School Science Teacher

Discussion Items

- 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

- Special Education Interlocal Agreement
 - We are renewing the Interlocal Agreement for Special Education Services for 2026-2027 with Randolph Public Schools. We provide Level III program services for one student.
 - This agreement represents a 3% increase for program services and 3.50% for paraprofessional costs. Overall it's a 3.37% increase (\$2065.00).
- Resolution on Training Requirements
 - Nebraska legislation and NDE require the Board to annually consider and pass a resolution identifying and approving the required training topics and programs for school district staff, nearly all of which are mandated.
- Annual Board Policy Updates
 - The Policy Committee met on June 2nd to receive information and review required and recommended annual policy updates due to recent Nebraska and federal legislative action. The Board discussed the proposed policy updates at the June regular meeting. Please reference the Policy Update Memo from Perry Law

Firm attached to your Board materials for detailed descriptions of each policy modification. Redline copies of each policy are also attached to your Board materials for reference.

- Board Policy Review - 5000 Series (Students) on First Reading
 - The Board Policy Review Schedule calls for a review of policies in the 5000 series (Students). The policies were reviewed by the Policy Committee and Administration and will be discussed at the June Board meeting. The Board is considering approval on First Reading.
 - The policies are accessible on the school district website and may also be accessed by using the following link - [5000 Series Policies \(Students\)](#)
- Administrative Regulations
 - The administration and the Policy Committee are recommending approval of three (3) new Administrative Regulations that correspond to and support existing policy:
 - 5501AR - Student Transportation Guidelines Administrative Regulations
 - 62889AR - Artificial Intelligence Administrative Regulations
 - 6800AR - Internet Safety and Acceptable Use Policy Administrative Regulations
 - Each Administrative Regulation is attached to the Sparq meeting materials for review. They can also be accessed using the following links:
 - [5501AR - Student Transportation Guidelines Administrative Regulations](#)
 - [6288AR - Artificial Intelligence Administrative Regulations](#)
 - [6800AR - Internet Safety Policy Administrative Regulations](#)
 - We are asking the Board to waive the traditional Second reading of Board policies to approve these Administrative Regulations on First and final Reading as they are closely linked to existing policy as well as the handbooks. Some students, families and staff will be reviewing and acknowledging handbook receipt prior to our next Board meeting in August.
- Handbooks for 2026-2027
 - The administration is presenting four handbooks for approval by the Board:
 - Faculty Handbook
 - Classified Employees Handbook
 - Student & Family Handbook
 - Activity Handbook
 - We have also prepared a document with an outline of the notes detailing any modifications from the past year's handbooks due to policy revisions or recommendations. Within that document, there are links to each of the DRAFT handbooks showing all revisions. The document can be found in your Sparq materials and can also be accessed using this link - [Notes on Handbook Updates](#)
- NRCSA Annual Membership
 - It is time to consider renewal of the school district's membership with the Nebraska Rural Community School Association. This organization represents the unique needs and interests of our state's rural school districts and Boards of Education. A document highlighting the benefits of NRCSA membership has been attached to your Board materials in the Sparq system.

- Annual School Audit Services for 2025-2026
 - We have received our annual engagement letter from Dana F. Cole & Company for the year ending August 31, 2026. I would recommend that LCC continues to contract with this accounting and auditing firm to conduct our annual audit. Upon Board approval, the Board President and Superintendent will sign to execute the agreement. The audit date has not yet been set.

Correspondence

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

Upcoming Meetings and Workshops

- Committee Meetings to Schedule
 - Finance Committee
 - Transportation, Buildings & Grounds
- Regular Board of Education Meeting
 - Tuesday, August 11, 2026 (7:00 pm - LCC Middle School Board Room/Coleridge)
- Special Board Meeting and Budget Workshop
 - Tuesday, August 25th (7:00 pm - Laurel Public Library Board Conference Room/Laurel)
- NASB Area Membership Meeting
 - Wednesday, August 26, 2026 (South Sioux City)

In-Person Registration - Mon, July 27th (11:00 am - 6:00 pm)

This will be held in the HS Commons Area & at the Middle School.

On-line Registration - July 20th through August 3rd

Back to School Night - Tuesday, August 11th (5:00 pm - 7:00 pm)

First day of School for Elementary, Middle & High School Students

Thursday, August 13th - 1:00 pm Dismissal

Typical School Hours:

Elementary & Middle 8:00 am - 3:37 pm

High School 8:00 am - 3:40 pm

First Day of Level III Program - Monday, August 17th

First Day of Preschool - Monday, August 17th

Preschool Hours - Morning Session 8:00 am - 11:20 am

Afternoon Session 12:20 pm - 3:37 pm Monday, Tuesday, Thursday and Friday.

Dates to Remember:

Labor Day - September 7th

Parent Teacher Conference - October 1st

Thanksgiving Vacation - Nov. 25th & 27th

Christmas Break Begins - December 21st

School Resumes - January 5th

School Meal Prices

Grades K-5 Breakfast \$2.45

Grades K-5 Lunch \$3.25

Grades 6-8 Breakfast \$2.55

Grades 6-8 Lunch \$3.40

Grades 9-12 Breakfast \$2.55

Grades 9-12 Lunch \$3.40

K-5 Milk Ticket Prices:

20 punches \$13.00



**Laurel-Concord-
Coleridge School**

402-256-3133

www.lccschool.org

Elementary Students should access the building using the East Doors.

High School Students should access the building using the West Doors.

Middle School shuttle bus will leave both schools at 7:35 am.

Strengthening Communities  **Inspiring Excellence**  **Shaping the Future**

2026-2027 Interlocal Agreement for Special Education Services

Cedar County District #14-0045, hereinafter referred to as Randolph Public Schools, and Cedar County District #14-0054, hereinafter referred to as Laurel-Concord-Coleridge School agree to the following terms and conditions for the 2026-2027 school year. The rates established for Special Education services, for the 2026-2027 school year are outlined below.

Programs		Service Costs or Fees	Paraprofessional Costs
Speech Therapy (LCC School)		Billed Directly to Randolph by ESU 1	
Audiological (ESU 1)		Billed Directly to Randolph by ESU 1	
Psychology (ESU 1)		Billed Directly to Randolph by ESU 1	
Physical Therapy (ESU 1)		Billed Directly to Randolph by ESU 1	
Occupational Therapy (ESU 1)		Billed Directly to Randolph by ESU 1	
Nursing Services (LCC or Agency)		Billed Directly to Randolph by LCC or Agency	
Autism and S&P Programs @ LCC Middle School		215 Day Program: \$18,130.00 (Per Student)	\$45,385.00 (Per Student)
Transportation		Randolph Responsible for Transportation	

1-Student Enrolled = \$18,130.00

1-Paraprofessional = \$45,385.00

Total = \$63,515.00

S&P Program

Student(s)	Payment To	1st Quarter	3rd Quarter
Jackson Graham	Laurel-Concord-Coleridge School PO Box 8 Laurel, NE 68745	\$15,878.75	\$15,878.75
		2nd Quarter	4th Quarter
		\$15,878.75	\$15,878.75
Total Due to Laurel-Concord-Coleridge School			\$63,515.00
			(Plus other services billed directly.)

Dated: _____, 2026

By: _____

Superintendent

Cedar County District #14-0045

Randolph Public Schools

Dated: _____, 2026

By: _____

Superintendent

Cedar County District #14-0054

Laurel-Concord-Coleridge School

RESOLUTION APPROVING STAFF TRAININGS

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

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

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

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

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

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

Subject	Required by	Source of Training	Approximate Length of Training
Behavioral Awareness and Intervention	Neb. Rev. Stat. § 79-262.01	Ashley Promes Sarah Beckwith Brandi Settje	30 mins
Behavioral Awareness	Neb. Rev. Stat. §§ 79-3602 & 3603	ESU 1; Ashley Promes Sarah Beckwith	ESU 1 – 1 hour CPI – 3 to 8 hrs
Dating Violence Prevention	Neb. Rev. Stat. § 79-2,141	Vector Solutions (online)	34 mins
Suicide Prevention	Neb. Rev. Stat. § 79-2,146	Brandi Settje/LMHP	20 mins
Concussion Awareness	Neb. Rev. Stat. § 71-9104	Arianne Conley Quin Conner	20 mins
Fire Drills	Neb. Rev. Stat. § 81-527; (https://sfm.nebraska.gov/fire-prevention/school-fire-drills)	Building Principals; School Safety Team	10 mins
Tornado Drills	Neb. Rev. Stat. § 2,144(8)	Building Principals; School Safety Team	10 mins
Intruder/Security Awareness and Preparedness	Neb. Rev. Stat. § 79-2,144(5); NDE Rule 10.011.01B	Building Principals; School Safety Team	30 mins (staff); 8 hours (Safety Team)

Anti-Bullying	Neb. Rev. Stat. § 79-2,137; NDE Rule 10.011.01F; NDE Guidance (https://www.education.ne.gov/safety/staff-development-and-resources-for-teachers/)	Vector Solutions (online)	25 mins
Pupil Transportation Drivers	NDE Rule 91.003.02	UNK Safety Center; Vector Solutions (online); Director of Transportation	2 hours (bus drivers); 115 mins (staff)
Anti-Harassment and Discrimination Requirements for Designated Title IX Positions	Title IX, 20 U.S. Code § 1681	ESU 3 Title IX Training; NCSA; School Legal Counsel	25 mins (staff); 3 hours (admin)
Safe Seizure Schools	Neb. Rev. Stat. § 79-3204	Epilepsy Foundation	30 mins
District Assessment Contact - State Assessments	NDE Guidance (https://www.education.ne.gov/assessment/district-assessment-contact-dac/#1661275806368-95d87496-3109)	District Administration	20 mins
Seclusion & Restraints	Rule 10, Code Section 011: School Environment (011.01E)	Ashley Promes	CPI – 3 to 8 hrs
Blood Born Pathogens	Department of Labor: Occupational Safety and Health Administration, Standard 29 CFR 1910.1030	Arianne Conley/Nurse	25 mins (identified staff)
Medication Administration		Arianne Conley/Nurse	25 mins (identified staff)
Child Abuse/Neglect Reporting	State Statute 28-711	District Administration	15 mins

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

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

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

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

DATED this ____ day of _____, 2026.

_____ **PUBLIC SCHOOLS**

BY: _____
President

ATTEST:

Secretary

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

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

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

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.**

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

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

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

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.

-
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

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

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)
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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.

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:
- Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
 - 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:

- 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.
- 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.
- 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 (midriffs, 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. Student Use of Artificial Intelligence (AI) See Policy 6288 and 6288AR

i. Definition of Artificial Intelligence Tools

- 1. Artificial Intelligence (AI) tools include digital systems that can generate, analyze, summarize, modify, or assist with content such as:
 - a. Writing and written communication
 - b. Images and graphics
 - c. Video and audio content
 - d. Computer code and programming
 - e. Research summaries and information gathering
 - f. Data analysis and problem solving
 - g. Translation and language support
 - h. Presentation and multimedia development
- 2. Examples may include chat-based AI systems, writing assistants, image generators, coding assistants, automated research tools, or similar technologies.
- 3. Because technology changes rapidly, this regulation applies to all current and future AI systems regardless of the platform used.

ii. Student Expectations for AI Use

- 1. Students may use AI tools only when permitted by the classroom teacher and in ways that support learning.
- 2. Students are expected to:
 - a. Follow teacher directions regarding AI use
 - b. Use AI as a learning support rather than a replacement for their own thinking
 - c. Disclose AI use when required by the teacher or assignment
 - d. Verify the accuracy of AI-generated information

- e. Demonstrate understanding of the work they submit
 - f. Follow all applicable district technology, academic integrity, and student conduct expectations
 - 3. Students remain responsible for all work submitted, including any content developed with the assistance of AI tools.
- b. Disclosure of AI Use
 - i. When an assignment requires disclosure, students must clearly indicate how AI was used.
 - ii. Methods of disclosure may include:
 - 1. A written statement describing AI use
 - 2. An AI disclosure form
 - 3. Copies of prompts used with the AI system
 - 4. Screenshots or records of AI interactions
 - 5. Teacher-approved citation methods
 - iii. Failure to disclose required AI use may be treated as academic dishonesty.
- c. Teacher Authority
 - i. Classroom teachers retain primary authority regarding AI use within their instructional programs.
 - ii. Teachers may:
 - 1. Assign AI Use Levels to assignments and activities
 - 2. Require disclosure of AI use
 - 3. Require AI disclosure forms
 - 4. Prohibit AI use for specific assignments or assessments
 - 5. Require drafts, notes, or work samples
 - 6. Require students to explain or defend submitted work
 - 7. Establish additional classroom procedures consistent with district policy
 - iii. Students are responsible for understanding and following the expectations established by each teacher.
 - iv. Questions regarding acceptable AI use on an assignment shall be resolved by the classroom teacher, subject to normal school administrative procedures.
- d. Student Privacy and Data Protection
 - i. Students shall not enter personally identifiable information, confidential student information, educational records, protected school information, passwords, or other sensitive district data into public AI systems unless specifically authorized by the District.
 - ii. Students shall comply with all applicable district technology policies, privacy expectations, and student data protection requirements.
 - iii. The District reserves the right to restrict access to AI platforms that do not meet district privacy, security, or educational standards.
- e. AI Tools That Access Devices
 - i. Some AI applications request permission to access or control portions of a device including:
 - 1. Files and folders

2. Cameras and microphones
 3. Screen activity
 4. System controls and settings
 5. Network resources
 - ii. Students may not install or use AI applications requiring device-level access or control on district-owned devices unless specifically approved by the District.
 - iii. These restrictions help protect student privacy, district technology resources, and network security.
- f. Prohibited Uses of AI
 - i. Students may not use AI tools to:
 1. Complete assignments when AI use has been prohibited
 2. Submit AI-generated work as their own without required disclosure
 3. Circumvent learning activities, assessments, or classroom expectations
 4. Misrepresent AI-generated content as original student work
 5. Create, share, or distribute inappropriate, harmful, or discriminatory content
 6. Access, collect, or disclose confidential information
 7. Violate district technology, conduct, or academic integrity policies
 8. Submit work they do not understand or cannot explain
 - ii. Such actions may constitute academic dishonesty and may result in disciplinary consequences consistent with district policies and student handbook provisions.
- g. Academic Integrity
 - i. The purpose of school assignments is to develop student knowledge, skills, creativity, critical thinking, and problem-solving abilities.
 - ii. Artificial intelligence tools should enhance learning opportunities but should never replace student effort, responsibility, or understanding.
 - iii. Students are expected to use AI responsibly, ethically, and honestly while maintaining academic integrity and demonstrating their own learning.
- d. 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. Internet Safety, Acceptable Use Policy, and Personal Communication Devices (6800AR)

Section 1: Purpose and Status of Technology Access

A. Technology Resources

- a. The District provides students with access to technology resources and internet services to support instruction, communication, research, creativity, collaboration, and digital learning opportunities.
- b. Technology resources include, but are not limited to:
 - i. School-issued devices
 - ii. District wired and wireless networks
 - iii. Student accounts and email systems
 - iv. Educational software and online learning platforms
 - v. Cloud storage and collaboration tools
 - vi. Artificial intelligence tools authorized by the District or classroom teacher
- c. These resources are provided to support the educational mission of Laurel-Concord-Coleridge School.
- d. Access to district technology resources is a privilege, not a right. The District may restrict, suspend, or revoke access at any time if a student fails to comply with district policies, technology expectations, or applicable laws.

B. No Expectation of Privacy

- a. Students should have no expectation of privacy when using school devices, accounts, networks, internet services, email systems, cloud storage, or other district technology resources.
- b. All files, communications, browsing activity, searches, downloads, photographs, videos, documents, and data created, stored, transmitted, or received using district technology resources may be monitored, reviewed, accessed, copied, or retained by the District at any time without prior notice.
- c. Remote monitoring and management tools may be utilized to maintain network security, protect students and staff, ensure compliance with district policies, and safeguard district property.

Section 2: Internet Safety, Student Privacy, and Digital Citizenship

A. Applicable State and Federal Laws

- a. Laurel-Concord-Coleridge School complies with the Children's Internet Protection Act (CIPA), the Children's Online Privacy Protection Act (COPPA), the Nebraska Student Online Personal Protection Act, and other applicable state and federal laws designed to protect student safety and privacy.

B. Internet Filtering

- a. The District utilizes technology protection measures and internet filtering systems designed to:
 - i. Block access to inappropriate content
 - ii. Restrict access to obscene material and child pornography
 - iii. Limit access to material harmful to minors
 - iv. Protect students from online threats and malicious content
 - v. Maintain network security and integrity
- b. Students may not attempt to bypass, disable, evade, or interfere with internet filtering or network security systems.

C. Protection of Personal Information

- a. Students shall not:
 - i. Share personal identifying information online without authorization
 - ii. Share another student's personal information
 - iii. Post home addresses, phone numbers, passwords, or confidential information
 - iv. Use district technology resources to collect or distribute personal information without authorization
- b. Students are encouraged to report suspicious online communications, requests for personal information, or other safety concerns to school personnel immediately.

D. Digital Citizenship

- a. Students are expected to demonstrate responsible digital citizenship by:
 - i. Treating others respectfully online
 - ii. Using appropriate language and communication
 - iii. Respecting intellectual property rights
 - iv. Evaluating online information critically
 - v. Practicing safe online behavior
 - vi. Protecting their digital reputation
 - vii. Reporting cyberbullying, harassment, or concerning online behavior
- b. The District may provide instruction regarding digital citizenship, online safety, cyberbullying prevention, social networking risks, and responsible technology use.

Section 3: Personal Electronic Device (PED) Management

- A. Philosophy and Purpose. Laurel-Concord-Coleridge School strongly discourages students from bringing and/or using personal electronic devices to/at school. The use of electronic 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 devices, the District hereby establishes the following rules and regulations governing student use of personal electronic devices, and procedures to address student misuse of personal electronic devices.

B. Personal electronic devices include, but are not limited to:

- a. Cell phones
- b. Smart watches
- c. Earbuds or headphones
- d. Tablets
- e. Personal laptops
- f. Cameras
- g. Audio or video recording devices

C. Possession and Use

- a. Unless expressly approved by the teacher, school staff member, or a school administrator, personal electronic device usage is restricted during instructional class time, independent work times, and study hall periods.
- b. All personal electronic devices must be turned off and stored in lockers during classes unless specifically authorized by school personnel.
- b. A student is permitted to possess and use a personal electronic device 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 does not engage in abusive or prohibited use.
- c. Administrators may further restrict device use when deemed necessary.
- d. Students may use personal electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), Section 504 Plan, or Health Care Plan.

D. K-5 Personal Electronic Devices

- a. No personal electronic devices may be used or worn during the school day.
- b. Students should keep devices in backpacks during school hours.
- c. Parents are encouraged to communicate through the school office during the school day.
- d. No cell phones will be permitted on field trips unless approved for medical or other extenuating circumstances.
- e. Smart watches should be placed on “do not disturb,” “school mode,” or “airplane mode,” to ensure no disruption to classroom instruction.

E. Zero-Tolerance Privacy Areas

- a. Personal electronic devices are strictly prohibited in:
 - i. Restrooms
 - ii. Locker rooms
 - iii. Changing areas
 - iv. Shower facilities

b. Use of any electronic device in these locations constitutes a serious violation of school policy.

F. Recording Others Without Consent

- a. Students may not photograph, video record, audio record, livestream, or otherwise capture images or sounds of another person without permission and administrative approval, except during school-sponsored public events.
- b. Unauthorized recording may result in disciplinary action and possible loss of technology privileges.

G. Confiscation Procedures

- a. Personal 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 and placed in a secure area.
- b. First Violation
 - i. 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 personal electronic device to the school administration and a conference between the student and school principal or designee. The electronic communication 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 personal electronic device at the end of the school day.
- c. Second Violation
 - i. 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 personal electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or designee. 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. Third and Subsequent Violations
 - i. 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 personal electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or designee. The device(s) will need to be checked into the front office at the beginning of each day and will then be returned at the end of the day. Additionally, Detention, ISS, or OSS may be assigned. Administration will determine the duration of any such consequence(s).
- e. Students refusing to surrender a device upon request may face additional disciplinary consequences.

H. Inspection of Personal Devices

- a. School administrators may inspect a personal electronic device when reasonable suspicion exists that it contains evidence of a violation of school policy or law.

Section 4: Responsible Use of District Technology

- A. Students are expected to use district technology resources responsibly and in ways that support learning.
- B. Students must:
 - a. Use technology for educational purposes
 - b. Follow staff directions regarding technology use
 - c. Respect the rights and privacy of others
 - d. Protect account credentials
 - e. Report security concerns
 - f. Follow copyright and licensing requirements
 - g. Use appropriate digital communication
- C. Technology difficulties do not excuse assignment deadlines unless verified by school personnel.
- D. Students are responsible for all activity conducted through their assigned accounts.

Section 5: Student Accounts and Credentials

- A. Students are responsible for all activity conducted through their assigned accounts.
- B. Students must:
 - a. Keep passwords confidential
 - b. Log out of shared devices
 - c. Protect account security
 - d. Never share login credentials
 - e. Never access another person's account
- C. Attempts to impersonate another user or gain unauthorized access to accounts may result in disciplinary action and loss of technology privileges.

Section 6: Device Security and Tampering

- A. Students may not:
 - a. Remove management software
 - b. Disable security settings
 - c. Reset devices to avoid restrictions
 - d. Install unauthorized operating systems
 - e. Attempt administrative access
 - f. Install VPNs, proxies, or circumvention software
 - g. Alter network configurations
 - h. Introduce malware, viruses, worms, Trojan horses, or malicious software

- i. Connect devices intended to bypass district safeguards
- B. Students may be held financially responsible for damages resulting from tampering or unauthorized modification.

Section 7: Prohibited Technology Activities

- A. Students may not use district technology resources to:
 - a. Access inappropriate, obscene, or illegal content
 - b. Harass, threaten, intimidate, or bully others
 - c. Engage in discrimination or unlawful harassment
 - d. Invade the privacy of others
 - e. Cheat or engage in academic dishonesty
 - f. Access another person's account
 - g. Circumvent network security systems
 - h. Download or install unauthorized software
 - i. Violate copyright laws
 - j. Violate software licensing agreements
 - k. Conduct illegal activities
 - l. Conduct business or commercial activities
 - m. Gamble or participate in unlawful online activity
 - n. Disrupt school operations, the learning environment, or technology systems
- B. Streaming entertainment, gaming, and non-instructional uses will be restricted during school hours.
- C. 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.

Section 8: Artificial Intelligence, Synthetic Media, and Academic Integrity

- A. Students may use artificial intelligence tools only when authorized by the classroom teacher or otherwise permitted by district policy.
- B. Students must accurately disclose the use of artificial intelligence when required by the teacher.
- C. Students may not:
 - a. Submit AI-generated work as their own when not authorized
 - b. Use AI tools to cheat
 - c. Create deceptive content
 - d. Use AI to impersonate others
 - e. Create manipulated media intended to harm, intimidate, exploit, embarrass, or harass another individual
- D. Prohibited synthetic media includes:
 - a. Deepfake images

- b. Deepfake videos
- c. AI-generated explicit content
- d. Digitally altered images designed to humiliate others

E. Violations may be treated as academic dishonesty, harassment, bullying, or other serious conduct violations.

Section 9: Sexting and Explicit Digital Content

A. "Sexting" includes creating, possessing, receiving, sending, encouraging, distributing, displaying, or transmitting sexually explicit messages, images, videos, or other content through electronic means. Such content may include but is not limited to:

- a. Content that 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;
- b. Content that 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,
- c. Content that displays a sexually explicit message for sexual gratification, flirtation, or provocation, or to request or arrange a sexual encounter.

B. Students shall not:

- a. Possess sexting content on school property or at school activities
- b. Send or distribute sexting content
- c. Encourage others to create or distribute sexting content
- d. Use district technology resources to access or distribute sexually explicit content
- e. Students who receive sexting content should immediately report the matter to school administration.

C. Students who receive a "sexting" message are to report the matter to a school administrator. Students shall not participate in sexting or have any "sexting" message on their personal electronic devices regardless of when the message was received while on school grounds or at a school activity.

D. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including, but not limited to: suspension, expulsion, loss of technology privileges, and referral to law enforcement.

E. Violations of this policy regarding the prohibited use of personal 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.

Section 10: Network Etiquette and Digital Communication

- A. Students are expected to follow accepted standards of digital communication.
- B. Students shall:
 - a. Be respectful and courteous
 - b. Use appropriate language
 - c. Avoid abusive, threatening, vulgar, or offensive communications
 - d. Respect the intellectual property and privacy of others
 - e. Avoid spreading rumors or misinformation
 - f. Communicate in a manner that reflects positively on themselves and the school
- C. Electronic communications may be reviewed by school officials and should never be considered private.

Section 11: Social Media and Digital Footprint Awareness

- A. Students should understand that information shared online may be permanent.
- B. Content posted on social media platforms such as Snapchat, Instagram, TikTok, Facebook, X, YouTube, Discord, and similar services may be viewed by:
 - a. School officials
 - b. Parents
 - c. Colleges and universities
 - d. Scholarship committees
 - e. Future employers
 - f. Law enforcement agencies
- C. Students may face school discipline when online activity substantially disrupts the educational environment or violates school policies.
- D. Students are encouraged to consider the long-term impact of their digital presence and online conduct.

Section 12: Network and Account Violations

- A. First Violation
 - a. Network access may be suspended for up to one month.
- B. Second Violation
 - a. Network access may be suspended for the remainder of the semester
- C. Third Violation
 - a. Network access may be suspended for the remainder of the school year.
- D. Additional disciplinary consequences may be imposed for severe or repeated violations.

Section 13: Device Care and Financial Responsibility

- A. Students issued district devices are responsible for proper care and handling.
- B. Technology Protection Fee
 - a. The District may charge a technology protection fee to offset maintenance and repair costs.
- C. Family Responsibility
 - a. Students and families will be financially responsible for repair or replacement costs resulting from:
 - i. Neglect
 - ii. Intentional damage
 - iii. Misuse
 - iv. Unauthorized modifications
 - v. Failure to properly secure devices
- D. Theft Reporting
 - a. Families must file a police report for stolen district devices before replacement consideration.
- E. Proper Device Care
 - a. Students are expected to:
 - i. Keep devices in protective cases
 - ii. Avoid food and liquids near devices
 - iii. Store devices securely
 - iv. Protect devices from extreme temperatures
 - v. Charge devices regularly
 - vi. Report damage promptly

Section 14: Confiscated or Lost Devices

- A. Students and parents are responsible for retrieving confiscated devices according to school procedures. Students or their parents/guardians are expected to claim a confiscated personal electronic device within ten (10) school days from the date it was confiscated.
- B. The District is not responsible for loss, theft, or damage to personal electronic devices brought to school.
- C. Unclaimed devices may be disposed of according to district procedures. The school shall not be responsible, financially or otherwise, for any unclaimed personal 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.

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. Harassment and Bullying:

One of the missions of Laurel-Concord-Coleridge School is to provide a safe and secure environment for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff. Inappropriate behaviors (bullying, intimidation, and harassment) are to be identified and corrected. Students and staff are to

avoid such behaviors. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

“Bullying” is behavior where one person or group engages in a harmful action towards another person or group acting on a real or perceived imbalance of power or view of superiority. The behavior typically includes verbal (e.g. teasing or name-calling) and physical aggression (e.g. hitting or pushing), threatening, excluding or ignoring, spreading rumors, or taking, defacing or destroying the others’ property.

“Harassment” includes the same actions, though not necessarily from a standpoint of perceived power. Harassment is prohibited. Bullying and harassment is a violation of student conduct rules and appropriate disciplinary measures, up to expulsion, will be enforced. When bullying or harassment is done on the basis of gender, disability, race, or other protected status, it is considered a very serious offense for which expulsion may be a likely consequence depending on the severity of the conduct.

Students who are the victim of bullying or harassment or who observe such occurrences are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report.

- F. 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.
- G. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:
1. Consumable 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.
 2. Students are expected to bring all books and necessary materials to class. This includes study halls.
 3. Assignments for all classes are due as assigned by the teacher.
 4. Students are not to operate the mini-blinds or the windows without permission of the teacher.
 5. 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.
 6. Students are to be in their seats and ready for class on the tardy bell.

7. 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.
8. Students are not to bring “nuisance items” to school. A nuisance item is defined as any object not required for educational purposes that disrupts the learning environment or poses a safety risk. This includes, but is not limited to, gaming devices, lasers, toys, collectibles, or any novelty items that distract the student or others. Any item deemed a distraction by faculty or staff will be confiscated.
9. 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.
10. Snow handling is prohibited.

H. 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

Date of Adoption: August 15, 2023
Date of Review: February 12, 2024
Date of Amendment: July 8, 2024
Date of Amendment: July 14, 2025
Date of Amendment: July 13, 2026

StudentsStudent Transportation Guidelines - Administrative Regulations**Student Transportation Guidelines****Legal References**

- [Nebraska Revised Statute 79-611](#) (Student Transportation)
- [Nebraska Rule 51, Section 14](#) (Special Education)

Board Policy References

- [Policy 5501 - Bus Transportation](#)
- [Policy 5503 - Use of School Buses](#)
- [Policy 5504 - Special Education Transportation](#)
- [Policy 5505 - Safe Pupil Transportation Plan \(Development of Plan\)](#)
- [Policy 5506 - Safe Pupil Transportation Plan](#)

Student & Family Handbook Reference

- Student & Family Handbook - Article 6 Support Services - Section 5 Transportation

Student Transportation Eligibility Guidelines (Kdg to Grade 12)

- School transportation services are provided before and after the established school day.
- School transportation services are provided for a student at no cost when the student resides outside of the city limits of their school attendance center location.
- Families eligible for school transportation services (residing outside of the city limits of their school attendance center location) may identify one (1) alternate drop off address during each school year. Such alternate drop off addresses must be located outside of the city limits of the school attendance center location, and must be on or near an established bus route (within 1 mile of an existing route).
- Students of families not eligible for school transportation services may be permitted, with prior administrative approval, to be transported to or from school to a residence that is eligible for school transportation services, and from where an eligible student receives transportation services.
 - Arrangements for this type of transportation must be made through a request to the Principal's office, with consent from both parties (the non-eligible student's parent/guardian and the parent/guardian at the eligible residence). (Updated August 2025)

- Student transportation services are provided to/from eligible families' residence addresses. The school district does not establish community or neighborhood pick up or drop off points. (Updated July 2022)
- The school district does not provide student transportation services on a carrier for hire basis. (Policy 5503)
- Before and After School Program - The school district provides student transportation before and after school hours for students enrolled in and attending the before and after school program established through contracted services with Building Blocks Early Childhood and Family Development Center. Student enrollment in the before and after school program is at family discretion and expense. (Updated January 2025)
- Option Enrollment Students and Families
 - Students of families who have been approved for option enrollment into the school district from their resident district will be eligible for student transportation services when the family's residence is located no greater than three (3) miles from the school district's established boundary. (Updated July 2019)
 - 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.
 - 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.

Special Education Student Transportation (Birth to Age 21)

- Special education transportation is provided to children with disabilities according to Nebraska Rule 51, and specifically, the child's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP).
- The school district provides student transportation services to children with disabilities who are residents of the school district as follows:
 - Provide transportation for any child with a disability who is forced to leave the school district temporarily because of lack of educational services; and
 - Provide transportation within the school district for any child with a disability who is enrolled in a special education program of the district when either:
 - The child is required to attend a facility other than what would be the normal school of attendance of the child to receive appropriate special education services; or

- The nature of the child's disability is such that special education transportation is required.
- Siblings of a student with a disability who is determined eligible for special education transportation may be permitted to participate in school transportation to/from the eligible student's residence using the same transportation schedule as the eligible student. Siblings may be transported when the eligible student is absent or not being transported due to illness, medical appointment, etc.

Early Childhood/Preschool Transportation (Birth to Age 5)

- The school district provides transportation for all children with disabilities birth to age five including children born to age five who are wards of the court.
- School transportation services are provided for a birth to age 5 student at no cost when the student resides outside of the city limits of the LCC Preschool Program attendance center location.
- Families eligible for early childhood/preschool transportation (residing outside of the city limits of their school attendance center location or having a child with a disability) may identify one (1) alternate drop off address during each school year. Such alternate drop off addresses must be located outside of the city limits of the school attendance center location, and must be on or near an established bus route (within 1 mile of an existing route).
- Early childhood/preschool students of families not eligible for school transportation services may be permitted, with prior administrative approval, to be transported to or from the Preschool program to a residence that is eligible for school transportation services and from where an eligible student receives transportation services.
 - Arrangements for such transportation are made through request to the Principal's office with consent notification required by both parties (non-eligible student's parent/guardian and eligible residence parent/guardian). (Updated August 2025)
- The school district provides early childhood/preschool transportation to and from in-home and center-based childcare programs located within the school district boundaries that are licensed through the State of Nebraska. (Updated January 2025)

Transportation Between Campuses

- The school district operates a shuttle bus system for students between the school campus locations in Laurel (PK-5, 9-12) and Coleridge (6-8). The schedule for the shuttle routes

before and after school, as well as for activities, will be established by school administration each school year.

Date of Adoption: July 13, 2026

InstructionArtificial IntelligenceAdministrative Regulation**STUDENT USE OF ARTIFICIAL INTELLIGENCE (AI)****A. Purpose**

- a. This Administrative Regulation implements Board Policy 6288 – Artificial Intelligence and provides guidance regarding the responsible, ethical, and educationally appropriate use of artificial intelligence (AI) tools by students.
- b. Artificial Intelligence tools are becoming increasingly common in education, workplaces, and everyday life. The purpose of this regulation is to help students learn how to use these tools responsibly while maintaining academic integrity and developing their own knowledge and skills.
- c. AI tools can support learning when used appropriately. However, students must ensure that their work represents their own understanding, effort, and achievement of learning objectives.
- d. Parents and guardians are encouraged to discuss responsible AI use with their children and review school expectations regarding academic integrity, digital citizenship, and technology use.

B. Definition of Artificial Intelligence Tools

- a. Artificial Intelligence (AI) tools include digital systems that can generate, analyze, summarize, modify, or assist with content such as:
 - i. Writing and written communication
 - ii. Images and graphics
 - iii. Video and audio content
 - iv. Computer code and programming
 - v. Research summaries and information gathering
 - vi. Data analysis and problem solving
 - vii. Translation and language support
 - viii. Presentation and multimedia development
- b. Examples may include chat-based AI systems, writing assistants, image generators, coding assistants, automated research tools, or similar technologies.
- c. Because technology changes rapidly, this regulation applies to all current and future AI systems regardless of the platform used.

C. Student Expectations for AI Use

- a. Students may use AI tools only when permitted by the classroom teacher and in ways that support learning.
- b. Students are expected to:
 - i. Follow teacher directions regarding AI use
 - ii. Use AI as a learning support rather than a replacement for their own thinking

- iii. Disclose AI use when required by the teacher or assignment
- iv. Verify the accuracy of AI-generated information
- v. Demonstrate understanding of the work they submit
- vi. Follow all applicable district technology, academic integrity, and student conduct expectations
- c. Students remain responsible for all work submitted, including any content developed with the assistance of AI tools.

D. Accuracy and Verification

- a. Artificial intelligence systems may generate inaccurate, incomplete, outdated, biased, or fabricated information. Students are responsible for evaluating and verifying the accuracy of information obtained through AI tools before incorporating it into school assignments or projects.
- b. Students may not rely solely on AI-generated information without independent review and verification.

E. Demonstration of Understanding

- a. Students must be able to explain and demonstrate understanding of any work submitted for academic credit.
- b. If a student cannot explain how a response, project, solution, or product was developed, or cannot demonstrate understanding of the submitted work, the assignment may be considered improperly completed and subject to academic consequences.

F. AI Use Levels

- a. Teachers may use the following AI Use Levels to communicate expectations for assignments and activities.
 - i. Level 0 — No AI Use
 - 1. AI tools may not be used at any point during the assignment.
 - 2. Students must complete all reading, writing, research, and problem solving independently.
 - 3. Disclosure is not required because AI use is prohibited.
 - ii. Level 1 — AI as a Study Partner
 - 1. AI may assist students in understanding concepts but may not produce assignment content.
 - 2. Examples include:
 - a. Explaining concepts
 - b. Reviewing vocabulary or definitions
 - c. Practicing similar problems
 - d. Providing background information
 - 3. Students must complete the final assignment independently.
 - 4. Disclosure is typically not required.
 - iii. Level 2 — AI as an Idea Explorer
 - 1. AI may assist students in generating ideas and exploring topics.
 - 2. Examples include:
 - a. Brainstorming ideas

- b. Generating research questions
 - c. Discussing possible approaches
 - d. Exploring perspectives on a topic
 - 3. Students must create all final work independently.
 - 4. Disclosure should be provided if AI contributed to the assignment process.
- iv. Level 3 — AI as an Editor
 - 1. Students must create the original work themselves before using AI assistance.
 - 2. AI may assist with:
 - a. Grammar suggestions
 - b. Editing for clarity
 - c. Organization and structure feedback
 - d. Revision recommendations
 - 3. AI may not write or rewrite assignments on behalf of the student.
 - 4. Students must disclose AI use and may be required to submit prompts, drafts, or chat history.
- v. Level 4 — AI as an Analyst
 - 1. AI may assist students with analysis, interpretation, or organization of information.
 - 2. Examples include:
 - a. Identifying patterns or trends
 - b. Assisting with data analysis
 - c. Suggesting visualizations or charts
 - d. Supporting interpretation of information
 - 3. Students must independently verify information and create their own explanations and conclusions.
 - 4. Students must disclose AI use and may be required to submit prompts or chat history.
- vi. Level 5 — AI as a Creative Partner
 - 1. AI may be used as a collaborative creative tool when authorized by the teacher.
 - 2. Examples include:
 - a. Generating portions of content
 - b. Assisting with multimedia production
 - c. Creating visual, audio, or design elements
 - d. Supporting creative projects and presentations
 - 3. Students must clearly identify AI-generated content, verify accuracy, and demonstrate understanding of the final product.
 - 4. Students must disclose AI use and may be required to submit prompts or chat history.

G. Disclosure of AI Use

- a. When an assignment requires disclosure, students must clearly indicate how AI was used.
- b. Methods of disclosure may include:

- i. A written statement describing AI use
 - ii. An AI disclosure form
 - iii. Copies of prompts used with the AI system
 - iv. Screenshots or records of AI interactions
 - v. Teacher-approved citation methods
- c. Failure to disclose required AI use may be treated as academic dishonesty.

H. Teacher Authority

- a. Classroom teachers retain primary authority regarding AI use within their instructional programs.
- b. Teachers may:
 - i. Assign AI Use Levels to assignments and activities
 - ii. Require disclosure of AI use
 - iii. Require AI disclosure forms
 - iv. Prohibit AI use for specific assignments or assessments
 - v. Require drafts, notes, or work samples
 - vi. Require students to explain or defend submitted work
 - vii. Establish additional classroom procedures consistent with district policy
- c. Students are responsible for understanding and following the expectations established by each teacher.
- d. Questions regarding acceptable AI use on an assignment shall be resolved by the classroom teacher, subject to normal school administrative procedures.

I. Student Privacy and Data Protection

- a. Students shall not enter personally identifiable information, confidential student information, educational records, protected school information, passwords, or other sensitive district data into public AI systems unless specifically authorized by the District.
- b. Students shall comply with all applicable district technology policies, privacy expectations, and student data protection requirements.
- c. The District reserves the right to restrict access to AI platforms that do not meet district privacy, security, or educational standards.

J. AI Tools That Access Devices

- a. Some AI applications request permission to access or control portions of a device including:
 - i. Files and folders
 - ii. Cameras and microphones
 - iii. Screen activity
 - iv. System controls and settings
 - v. Network resources
- b. Students may not install or use AI applications requiring device-level access or control on district-owned devices unless specifically approved by the District.
- c. These restrictions help protect student privacy, district technology resources, and network security.

K. Prohibited Uses of AI

- a. Students may not use AI tools to:
 - i. Complete assignments when AI use has been prohibited
 - ii. Submit AI-generated work as their own without required disclosure
 - iii. Circumvent learning activities, assessments, or classroom expectations
 - iv. Misrepresent AI-generated content as original student work
 - v. Create, share, or distribute inappropriate, harmful, or discriminatory content
 - vi. Access, collect, or disclose confidential information
 - vii. Violate district technology, conduct, or academic integrity policies
 - viii. Submit work they do not understand or cannot explain
- b. Such actions may constitute academic dishonesty and may result in disciplinary consequences consistent with district policies and student handbook provisions.

L. Academic Integrity

- a. The purpose of school assignments is to develop student knowledge, skills, creativity, critical thinking, and problem-solving abilities.
- b. Artificial intelligence tools should enhance learning opportunities but should never replace student effort, responsibility, or understanding.
- c. Students are expected to use AI responsibly, ethically, and honestly while maintaining academic integrity and demonstrating their own learning.

Date of Adoption: July 13, 2026

ComputerInternet Safety and Acceptable Use PolicyAdministrative Regulations**Section 1: Purpose and Status of Technology Access****A. Technology Resources**

- a. The District provides students with access to technology resources and internet services to support instruction, communication, research, creativity, collaboration, and digital learning opportunities.
- b. Technology resources include, but are not limited to:
 - i. School-issued devices
 - ii. District wired and wireless networks
 - iii. Student accounts and email systems
 - iv. Educational software and online learning platforms
 - v. Cloud storage and collaboration tools
 - vi. Artificial intelligence tools authorized by the District or classroom teacher
- c. These resources are provided to support the educational mission of Laurel-Concord-Coleridge School.
- d. Access to district technology resources is a privilege, not a right. The District may restrict, suspend, or revoke access at any time if a student fails to comply with district policies, technology expectations, or applicable laws.

B. No Expectation of Privacy

- a. Students should have no expectation of privacy when using school devices, accounts, networks, internet services, email systems, cloud storage, or other district technology resources.
- b. All files, communications, browsing activity, searches, downloads, photographs, videos, documents, and data created, stored, transmitted, or received using district technology resources may be monitored, reviewed, accessed, copied, or retained by the District at any time without prior notice.
- c. Remote monitoring and management tools may be utilized to maintain network security, protect students and staff, ensure compliance with district policies, and safeguard district property.

Section 2: Internet Safety, Student Privacy, and Digital Citizenship**A. Applicable State and Federal Laws**

- a. Laurel-Concord-Coleridge School complies with the Children's Internet Protection Act (CIPA), the Children's Online Privacy Protection Act (COPPA), the Nebraska Student Online Personal Protection Act, and other applicable state and federal laws designed to protect student safety and privacy.

B. Internet Filtering

- a. The District utilizes technology protection measures and internet filtering systems designed to:
 - i. Block access to inappropriate content
 - ii. Restrict access to obscene material and child pornography
 - iii. Limit access to material harmful to minors
 - iv. Protect students from online threats and malicious content
 - v. Maintain network security and integrity
- b. Students may not attempt to bypass, disable, evade, or interfere with internet filtering or network security systems.

C. Protection of Personal Information

- a. Students shall not:
 - i. Share personal identifying information online without authorization
 - ii. Share another student's personal information
 - iii. Post home addresses, phone numbers, passwords, or confidential information
 - iv. Use district technology resources to collect or distribute personal information without authorization
- b. Students are encouraged to report suspicious online communications, requests for personal information, or other safety concerns to school personnel immediately.

D. Digital Citizenship

- a. Students are expected to demonstrate responsible digital citizenship by:
 - i. Treating others respectfully online
 - ii. Using appropriate language and communication
 - iii. Respecting intellectual property rights
 - iv. Evaluating online information critically
 - v. Practicing safe online behavior
 - vi. Protecting their digital reputation
 - vii. Reporting cyberbullying, harassment, or concerning online behavior
- b. The District may provide instruction regarding digital citizenship, online safety, cyberbullying prevention, social networking risks, and responsible technology use.

Section 3: Personal Electronic Device (PED) Management

- A. Philosophy and Purpose. Laurel-Concord-Coleridge School strongly discourages students from bringing and/or using personal electronic devices to/at school. The use of electronic 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 devices, the District hereby establishes the following rules and regulations governing student use of personal electronic devices, and procedures to address student misuse of personal electronic devices.
- B. Personal electronic devices include, but are not limited to:

- a. Cell phones
- b. Smart watches
- c. Earbuds or headphones
- d. Tablets
- e. Personal laptops
- f. Cameras
- g. Audio or video recording devices

C. Possession and Use

- a. Unless expressly approved by the teacher, school staff member, or a school administrator, personal electronic device usage is restricted during instructional class time, independent work times, and study hall periods.
- b. All personal electronic devices must be turned off and stored in lockers during classes unless specifically authorized by school personnel.
- c. A student is permitted to possess and use a personal electronic device 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 does not engage in abusive or prohibited use.
- d. Administrators may further restrict device use when deemed necessary.
- e. Students may use personal electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), Section 504 Plan, or Health Care Plan.

D. K-5 Personal Electronic Devices

- a. No personal electronic devices may be used or worn during the school day.
- b. Students should keep devices in backpacks during school hours.
- c. Parents are encouraged to communicate through the school office during the school day.
- d. No cell phones will be permitted on field trips unless approved for medical or other extenuating circumstances.
- e. Smart watches should be placed on “do not disturb,” “school mode,” or “airplane mode,” to ensure no disruption to classroom instruction.

E. Zero-Tolerance Privacy Areas

- a. Personal electronic devices are strictly prohibited in:
 - i. Restrooms
 - ii. Locker rooms
 - iii. Changing areas
 - iv. Shower facilities
- b. Use of any electronic device in these locations constitutes a serious violation of school policy.

F. Recording Others Without Consent

- a. Students may not photograph, video record, audio record, livestream, or otherwise capture images or sounds of another person without permission and administrative approval, except during school-sponsored public events.
- b. Unauthorized recording may result in disciplinary action and possible loss of technology privileges.

G. Confiscation Procedures

- a. Personal 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 and placed in a secure area.
- b. First Violation
 - i. 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 personal electronic device to the school administration and a conference between the student and school principal or designee. The electronic communication 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 personal electronic device at the end of the school day.
- c. Second Violation
 - i. 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 personal electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or designee. 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. Third and Subsequent Violations
 - i. 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 personal electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or designee. The device(s) will need to be checked into the front office at the beginning of each day and will then be returned at the end of the day. Additionally, Detention, ISS, or OSS may be assigned. Administration will determine the duration of any such consequence(s).
- e. Students refusing to surrender a device upon request may face additional disciplinary consequences.

H. Inspection of Personal Devices

- a. School administrators may inspect a personal electronic device when reasonable suspicion exists that it contains evidence of a violation of school policy or law.

Section 4: Responsible Use of District Technology

- A. Students are expected to use district technology resources responsibly and in ways that support learning.
- B. Students must:
 - a. Use technology for educational purposes
 - b. Follow staff directions regarding technology use
 - c. Respect the rights and privacy of others
 - d. Protect account credentials
 - e. Report security concerns
 - f. Follow copyright and licensing requirements
 - g. Use appropriate digital communication
- C. Technology difficulties do not excuse assignment deadlines unless verified by school personnel.
- D. Students are responsible for all activity conducted through their assigned accounts.

Section 5: Student Accounts and Credentials

- A. Students are responsible for all activity conducted through their assigned accounts.
- B. Students must:
 - a. Keep passwords confidential
 - b. Log out of shared devices
 - c. Protect account security
 - d. Never share login credentials
 - e. Never access another person's account
- C. Attempts to impersonate another user or gain unauthorized access to accounts may result in disciplinary action and loss of technology privileges.

Section 6: Device Security and Tampering

- A. Students may not:
 - a. Remove management software
 - b. Disable security settings
 - c. Reset devices to avoid restrictions
 - d. Install unauthorized operating systems
 - e. Attempt administrative access
 - f. Install VPNs, proxies, or circumvention software
 - g. Alter network configurations
 - h. Introduce malware, viruses, worms, Trojan horses, or malicious software
 - i. Connect devices intended to bypass district safeguards

- B. Students may be held financially responsible for damages resulting from tampering or unauthorized modification.

Section 7: Prohibited Technology Activities

- A. Students may not use district technology resources to:
 - a. Access inappropriate, obscene, or illegal content
 - b. Harass, threaten, intimidate, or bully others
 - c. Engage in discrimination or unlawful harassment
 - d. Invade the privacy of others
 - e. Cheat or engage in academic dishonesty
 - f. Access another person's account
 - g. Circumvent network security systems
 - h. Download or install unauthorized software
 - i. Violate copyright laws
 - j. Violate software licensing agreements
 - k. Conduct illegal activities
 - l. Conduct business or commercial activities
 - m. Gamble or participate in unlawful online activity
 - n. Disrupt school operations, the learning environment, or technology systems
- B. Streaming entertainment, gaming, and non-instructional uses will be restricted during school hours.
- C. 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.

Section 8: Artificial Intelligence, Synthetic Media, and Academic Integrity

- A. Students may use artificial intelligence tools only when authorized by the classroom teacher or otherwise permitted by district policy.
- B. Students must accurately disclose the use of artificial intelligence when required by the teacher.
- C. Students may not:
 - a. Submit AI-generated work as their own when not authorized
 - b. Use AI tools to cheat
 - c. Create deceptive content
 - d. Use AI to impersonate others
 - e. Create manipulated media intended to harm, intimidate, exploit, embarrass, or harass another individual
- D. Prohibited synthetic media includes:

- a. Deepfake images
 - b. Deepfake videos
 - c. AI-generated explicit content
 - d. Digitally altered images designed to humiliate others
- E. Violations may be treated as academic dishonesty, harassment, bullying, or other serious conduct violations.

Section 9: Sexting and Explicit Digital Content

- A. "Sexting" includes creating, possessing, receiving, sending, encouraging, distributing, displaying, or transmitting sexually explicit messages, images, videos, or other content through electronic means.
 - a. Content that 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;
 - b. Content that 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,
 - c. Content that displays a sexually explicit message for sexual gratification, flirtation, or provocation, or to request or arrange a sexual encounter.
- B. Students shall not:
 - a. Possess sexting content on school property or at school activities
 - b. Send or distribute sexting content
 - c. Encourage others to create or distribute sexting content
 - d. Use district technology resources to access or distribute sexually explicit content
 - e. Students who receive sexting content should immediately report the matter to school administration.
- C. Students who receive a "sexting" message are to report the matter to a school administrator. Students shall not participate in sexting or have any "sexting" message on their personal electronic devices regardless of when the message was received while on school grounds or at a school activity.
- D. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including, but not limited to: suspension, expulsion, loss of technology privileges, and referral to law enforcement.
- E. Violations of this policy regarding the prohibited use of personal 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.

Section 10: Network Etiquette and Digital Communication

- A. Students are expected to follow accepted standards of digital communication.
- B. Students shall:
 - a. Be respectful and courteous
 - b. Use appropriate language
 - c. Avoid abusive, threatening, vulgar, or offensive communications
 - d. Respect the intellectual property and privacy of others
 - e. Avoid spreading rumors or misinformation
 - f. Communicate in a manner that reflects positively on themselves and the school
- C. Electronic communications may be reviewed by school officials and should never be considered private.

Section 11: Social Media and Digital Footprint Awareness

- A. Students should understand that information shared online may be permanent.
- B. Content posted on social media platforms such as Snapchat, Instagram, TikTok, Facebook, X, YouTube, Discord, and similar services may be viewed by:
 - a. School officials
 - b. Parents
 - c. Colleges and universities
 - d. Scholarship committees
 - e. Future employers
 - f. Law enforcement agencies
- C. Students may face school discipline when online activity substantially disrupts the educational environment or violates school policies.
- D. Students are encouraged to consider the long-term impact of their digital presence and online conduct.

Section 12: Network and Account Violations

- A. First Violation
 - a. Network access may be suspended for up to one month.
- B. Second Violation
 - a. Network access may be suspended for the remainder of the semester

- C. Third Violation
 - a. Network access may be suspended for the remainder of the school year.
- D. Additional disciplinary consequences may be imposed for severe or repeated violations.

Section 13: Device Care and Financial Responsibility

- A. Students issued district devices are responsible for proper care and handling.
- B. Technology Protection Fee
 - a. The District may charge a technology protection fee to offset maintenance and repair costs.
- C. Family Responsibility
 - a. Students and families will be financially responsible for repair or replacement costs resulting from:
 - i. Neglect
 - ii. Intentional damage
 - iii. Misuse
 - iv. Unauthorized modifications
 - v. Failure to properly secure devices
- D. Theft Reporting
 - a. Families must file a police report for stolen district devices before replacement consideration.
- E. Proper Device Care
 - a. Students are expected to:
 - i. Keep devices in protective cases
 - ii. Avoid food and liquids near devices
 - iii. Store devices securely
 - iv. Protect devices from extreme temperatures
 - v. Charge devices regularly
 - vi. Report damage promptly

Section 14: Confiscated or Lost Devices

- A. Students and parents are responsible for retrieving confiscated devices according to school procedures. Students or their parents/guardians are expected to claim a confiscated personal electronic device within ten (10) school days from the date it was confiscated.
- B. The District is not responsible for loss, theft, or damage to personal electronic devices brought to school.

- C. Unclaimed devices may be disposed of according to district procedures. The school shall not be responsible, financially or otherwise, for any unclaimed personal 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.

Section 15: Student and Parent Technology Agreement

- A. Student access to district technology resources requires annual acknowledgment by both the student and parent/guardian.
- B. By utilizing district technology resources, students and parents acknowledge that:
 - a. Technology access is a privilege, not a right.
 - b. District technology use is subject to monitoring.
 - c. Students must comply with district policies and expectations.
 - d. Violations may result in disciplinary action and loss of privileges.
 - e. The District cannot guarantee complete restriction of access to all objectionable material.
 - f. Students and parents agree to cooperate with school officials in promoting safe and responsible technology use.

Section 16: Relationship to Other Policies

- A. This Administrative Regulation shall be considered in conjunction with:
 - a. Board Policy 6800 – Internet Safety and Acceptable Use
 - b. Board Policy 6288 – Artificial Intelligence
 - c. Board Policy 5101 – Student Discipline
 - d. Board Policy 5415 – Anti-Bullying Prevention
 - e. Board Policy 5401 – Harassment
 - f. Applicable state and federal laws
- B. Violations of technology policies may result in disciplinary consequences consistent with district policy.

Date of Adoption: July 13, 2026

Notes on Handbook Updates_2026-2027

STUDENT & FAMILY HANDBOOK

[Click Here to Link to Student & Family Handbook](#)

Proposed changes focus on a handful of key areas. Here is a summary outline of the identified edits:

1. Staffing and Organizational Updates

- Updated certified staff roster to reflect 2026-2027 personnel changes.
- Removed departing staff, added new staff members and updated assignments
- Updated administrative and classified staff listings.
- Added link reference to the updated district calendar document.

2. Open/Closed Campus (p. 15)

- Clarified expectations and consequences for Open/Closed Campus (9-12) privileges
 - Ineligibility List restriction
 - Abuse or misuse of Open/Closed Campus privileges
 - Consequences for infractions

3. Attendance Policy Revisions (pp. 22-25)

- Clarified a progressive tardy intervention system:
 - Lunch detention after 3 tardies.
 - After-school detention after 6 tardies.
 - Additional consequences for every 3 tardies thereafter.
- Added language allowing administration discretion to adjust tardy consequences as needed.
- Aligned handbook language with legislative changes related to definition and procedures for unexcused absences and truancy.

4. Grading System (p. 26)

- Middle School Academic Passing of Core Classes
 - Included requirement of course remediation for failed middle school core courses (ELA, Math, Social Studies, Science).
- Removed statement related to Elementary Grading System
 - Each teacher will define the grading procedures to be used in their classes.

5. Graduation Requirements (p. 28)

- Increased the number of allowable college courses and credit to be used for dual credit purposes (3 to 5 courses, up to 25 credits).

6. Student Use of Artificial Intelligence (pp. 32-37 and pp. 62-67)

- Addition of the guidelines provided by board-approved 6288AR.

7. Testing Program (p. 38)

- Updated the list of state and local assessments.

8. Work Release and Work-Based Learning Program (p. 40)

- Revised requirements and guidelines for Work Release and Work-Based Learning
 - Senior students must be in good standing and maintain a 2.5 GPA
 - Work Release can be approved for up to 3 periods per day. No credit awarded.
 - Work-Based Learning can be approved for up to 4 periods per day. Up to 2 credits earned per period.
 - Developed a Work-Based Learning Handbook.

9. Teacher's Aides (p. 40-41) New

- Addition of expectations and training requirements for senior students interested in being a Teacher's Aide during one period per day.

10. Transportation Services (pp. 47-49) New

- Addition of the Transportation Guidelines provided by board-approved 5501AR.

11. Student Discipline Updates (State Law Alignment) (pp. 53-56)

- Edits align the handbook with recent Nebraska Student Discipline Act requirements:

Short-Term Suspension Notices

- Added required notice language describing:
 - Student conduct/misconduct.
 - Reasons for disciplinary action.
 - Interventions already attempted.
 - Available student support resources.
 - Plans for continued student participation and success.

Long-Term Suspension/Expulsion Procedures

- Similar required notification language added to long-term suspension and expulsion sections.
- Greater emphasis on documenting interventions and supports provided prior to exclusionary discipline.

PK–Grade 2 Suspension Restrictions

- Added language clarifying suspension of PreK–Grade 2 students in specific circumstances (e.g., danger to self or others, weapons)
- Added requirement that alternative disciplinary measures be implemented whenever appropriate for younger students.

Mandatory Reassignment

- Clarified that mandatory reassignment receives the same procedural protections as long-term suspension and expulsion.

12. Internet Safety, Acceptable Use Policy, and Personal Communication Devices (pp. 68-78)

- Addition and updates related to board-approved 6800AR

13. Extracurricular Activities

- Transportation (p. 87) New
 - Addition of expectation for students to ride with the team/coaches unless the exception is approved.
- Extracurricular Activity Code of Conduct
 - Consequences (p. 88)
 - Clarified:
 - Eligibility applies to all extracurricular activities (athletics, clubs, activities). (p. 88)
 - Activity, contest or event (p.92-93)
 - Attendance (pp. 95)
 - Clarified attendance requirements for participation in contests or performances.
 - Academic Standards (pp. 96)
 - Clarified eligibility requirements and academic probation
 - Added consequence that ineligible students may lose:
 - Open campus lunch privileges.
 - À la carte lunch privilèges.
 - Clarified expectations for student participation while ineligible.

14. Homecoming Procedures (p. 98)

- Revised handbook language to reflect current board policy:
 - Timing and location of Homecoming crowning.

- Crowning occurring at the fall activity/event with deemed or anticipated largest attendance.

15. School Library Materials and Parent Access (Policy 5209) (pp.124-125) New

- Addition of new policy providing parents with opportunity to opt-in to receive email notification of books checked out by their students.

FACULTY HANDBOOK

[Click Here to Link to Access Faculty Handbook](#)

1. Staffing and Organizational Updates

- Updated certified staff roster to reflect 2026-2027 personnel changes.
- Removed departing staff, added new staff members and updated assignments
- Updated administrative and classified staff listings.
- Added link reference to the updated district calendar document.

2. Daily Schedule Revisions

Several daily schedules have been updated.

High School

- Minor adjustments to passing periods and instructional minutes.
- Formatting updates for lunch periods and schedules.

Middle School

- Adjustments to:
 - WIN period timing
 - Late start schedule
 - Early dismissal schedule

Elementary

Lunch and recess schedules have been reorganized to provide separate times for:

- Kindergarten
- Grades 1–2
- Grades 3–5

Morning and afternoon recess schedules have also been redistributed by grade level.

3. Teacher's Aides (p. 27) New

- Addition of expectations and training requirements for senior students interested in being a Teacher's Aide during one period per day.

4. Grading System (p. 45)

- Middle School Academic Passing of Core Classes
 - Included requirement of course remediation for failed middle school core courses (ELA, Math, Social Studies, Science).
- Removed statement related to Elementary Grading System
 - Each teacher will define the grading procedures to be used in their classes.

5. Artificial Intelligence (pp. 52-56)

- Addition of guidelines and expectations for staff professional use of Artificial Intelligence as well as responsibilities related to student use of AI.

6. Alignment with Updated Student Expectations

Much of the handbook remains unchanged. Revisions align the faculty handbook with changes adopted in the Student and Activity Handbooks, particularly regarding:

- Attendance expectations
- Academic eligibility procedures
- Student supervision
- Consistency of language across district handbooks

CLASSIFIED EMPLOYEES HANDBOOK

[Click Here to Link to Classified Employees Handbook](#)

1. Staffing and Organizational Updates

- Updated certified staff roster to reflect 2026-2027 personnel changes.
- Removed departing staff, added new staff members and updated assignments
- Updated administrative and classified staff listings.
- Added link reference to the updated district calendar document.

2. Building Schedule Updates

Several daily schedules have been updated.

High School

- Minor adjustments to passing periods and instructional minutes.
- Formatting updates for lunch periods and schedules.

Middle School

- Adjustments to:
 - WIN period timing
 - Late start schedule
 - Early dismissal schedule

Elementary

Lunch and recess schedules have been reorganized to provide separate times for:

- Kindergarten
- Grades 1–2
- Grades 3–5

Morning and afternoon recess schedules have also been redistributed by grade level.

3. Employment Policy Changes

The most significant changes relate to the transition from a more traditional sick leave and personal leave policy to a PTO (Paid Time Off) model (pp. 17-18) and Vacation Leave (pp. 18-19).

Otherwise, there are no substantive revisions to:

- At-will employment language
- Compensation provisions
- Other Leave benefits
- FMLA
- Evaluations
- Grievance procedures
- Ethics standards
- Professional conduct expectations
- Federal compliance language

4. Consistency Across District Handbooks

The revised handbook has been updated to better align with:

- Faculty Handbook
- Student Handbook
- Activity Handbook
- Current Board Policies

ACTIVITY HANDBOOK

[Click to Link to Activity Handbook](#)

1. Clarification of Activity Guidelines

- Transportation (p. 1) New
 - Addition of expectation for students to ride with the team/coaches unless the exception is approved.
- Code of Conduct Applicability
 - Eligibility applies to all extracurricular activities (athletics, clubs, activities). (p. 2)
 - Activity, contest, performance, or event (p.6-7)
 - Attendance (pp. 9)
 - Clarified attendance requirements for participation in contests or performances.
 - Academic Standards (pp. 10-11)
 - Clarified eligibility requirements and academic probation
 - Added consequence that ineligible students may lose:
 - Open campus lunch privileges.
 - À la carte lunch privilèges.
 - Clarified expectations for student participation while ineligible.
 - Homecoming Procedures (p. 12)
 - Revised handbook language to reflect current board policy:
 - Timing and location of Homecoming crowning.
 - Crowning occurring at the fall activity/event with deemed or anticipated largest attendance.



--YOUR ANNUAL MEMBERSHIP PROVIDES SUPPORT FOR --
Nebraska Rural Community Schools Association

STATE LEGISLATIVE ADVOCACY

NRCSA is active in representing rural public schools in the Unicameral. The Executive Director is the main spokesperson for NRCSA, but is also represented by the lobbying firm of Nowka and Edwards. NRCSA's Legislative Committee includes 20 Superintendents/ESU Administrators and 6 Board of Education members from member schools/ESUs. Former NRCSA Presidents serve as ex officio members.

PLANNING WORKSHOPS

The NRCSA Planning Support Service is an elective service that assists districts in planning and goal-setting. The service is conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska.

COMMUNICATIONS

NRCSA provides regular updates from the Executive Director to member schools. A more in-depth update is provided to all members just prior to monthly Board of Education meetings. The NRCSA webpage is www.nrca.net. NRCSA also has a social media presence on Twitter (@NRCSA1980) and on Facebook (www.facebook.com/nrcsahome).

DIGITAL CITIZENSHIP

NRCSA recently partnered with a-plum creative to provide an opportunity for rural districts to provide monthly digital citizenship materials to their students, parents, and staff. This is a purchased service.

NRCSA EXECUTIVE BOARD

The 10-member Executive Board provides leadership and direction for the organization. Each of the six NRCSA districts is represented by at least one Superintendent from a district within the district.

NEBRASKANS UNITED

NRCSA is a strong member of this group which includes most education and ag-related organizations in the State. The purpose is to work to provide property tax relief, as well as to protect and promote funding to public education.

EDUCATION ASSOCIATIONS COALITION

NRCSA is an active member of this group that is comprised of all of the major education associations in the state. The purpose of the group is to work together on legislative issues facing public education.

RURAL ADVOCACY

NRCSA is the only organization that speaks solely on behalf of public rural schools in the State of Nebraska. Other groups do a great job of representing their members, but at times cannot take a stand as they represent both very large and smaller districts. NRCSA is not necessarily tied down along those lines.

NATIONAL ADVOCACY

NRCSA is a member of the National Rural Education Advocacy Consortium (NREAC), which represents the interests of rural public schools in national forums where education issues are decided.

SPRING CONFERENCE

NRCSA offers an annual conference in Kearney in March. The conference targets issues and interests of rural schools. An opportunity is created to network with other rural school districts and to interact directly with policymakers and NRCSA leaders.

US BANK ONE CARD PROGRAM

NRCSA has partnered with US Bank to provide this unique purchase card program for school districts. Individual school districts decide which staff members receive purchase cards. The district has control over where purchases can be made and for what amounts. This can be especially helpful when sending sponsors out with student groups.

NRCSA SCHOLARSHIPS

NRCSA annually awards 23 \$2,000 scholarships to high school seniors from NRCSA-member schools who are entering college with the goal of becoming school teachers. NRCSA also presents two \$2,000 Gary Fisher Scholarships to high school seniors going into the fine arts.

NEW LEAF TELETHERAPY

Beginning with the 2023-24 school year, NRCSA has partnered with New Leaf to provide another tool in helping to provide cost effective Mental Health teletherapy services for their staff and students.

NATIONAL RURAL EDUCATION ASSOCIATION

NNRCSA is a strong member of the NREA. The NREA provides leadership on issues facing rural education on the national level.

SUPERINTENDENT / PRINCIPAL SEARCHES

NRCSA's Superintendent and Principal Search Services are conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska. The service is available to all Nebraska school districts, with member districts paying a lower rate than non-member districts. A professional cost effective proposal and fee structure is available upon request.

DISTRICT MEETINGS

Each fall NRCSA conducts a meeting in each of the six membership districts. These meetings provide an opportunity for rural schools to connect with NRCSA leadership on a face-to-face basis.

TEACHER SCHOLARSHIPS

NRCSA provides six \$1,000 scholarship to employees of member districts/ESUs who are working to attain teacher certification either through a recognized "para to teacher" program such as offered by the state colleges or a transitional program such as offered by UNK.

NRCSA AWARDS

NRCSA annually recognizes individuals who are outstanding at serving member districts. At the Spring Conference each year NRCSA recognizes an Outstanding Elementary Teacher, Secondary Teacher, Classified Staff Member, ESU Staff Member, Music Teacher, Principal, Board of Education Member, and Superintendent/ESU Administrator.

EXCESS EQUIPMENT CLEARINGHOUSE

A free service to member districts and ESUs is the opportunity to post items for sale to all other members. Items such as vehicles, scoreboards, weight equipment, school furniture, and text books have been posted on behalf of members.

LEADERSHIP OPPORTUNITIES

Each year there are over 70 leadership positions on the Executive Committee or other NRCSA committees that provide opportunities for member Superintendents/ESU Administrators.

RURAL TEACHER SHORTAGE

NRCSA has started a Rural Teacher Committee that was established to find ways to address the shortage of teachers in rural schools. Twelve member Superintendents work with representatives from Chadron State College, Wayne State College, and Peru State College in this work.

"QUALITY RURAL SCHOOLS"

Nebraska Rural Community Schools Association 440 S. 13th St, Suite B, Lincoln, NE 68508
Paul Sheffield, Executive Director
Phone: (402) 759-1609
email: psheffield@nrca.net

Nebraska Rural Community Schools Association

Invoice



Nebraska Rural Community Schools Association
440 S.13th St, Ste B
Lincoln, NE 68508

Invoice #: 1710

Date: 7/1/2026

Bill To:

Laurel-Concord-Coleridge School
PO Box 8
Laurel NE 68745

For: 2026-27 NRCSA Membership Dues

Item

Amount

2026-27 NRCSA Dues Renewal

\$850.00

Invoice Total

\$850.00

Make all checks payable to **NRCSA**

If you have any questions concerning this invoice, contact Jeff Bundy at (402) 202-6028
or e-mail: jbundy@nrdsa.net



Nebraska Rural Community Schools Association

Member Update

July 9, 2026



Photo Credit: Harvard Public Schools



www.nrcsa.net



[www.twitter.com/NRCSA1980](https://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 District Meetings (September & October 2026)

Northeast District Meeting

11:00 AM September 21, 2026

Wayne State College

Southeast District Meeting

10:00 AM September 28, 2026

NCSA Office in Lincoln

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

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. My intention is 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 that do belong to NRCSA. 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.

Hope, Perspective, and the Year Ahead
By Paul Sheffield, Executive Director-Elect



As I begin my first year as Executive Director of the Nebraska Rural Community Schools Association, I've spent a great deal of time thinking about one simple word: **hope**.

Webster defines hope as *"to cherish a desire with anticipation; to want something to happen or be true."* Hope often means different things depending on where we are in life. A year ago, as I entered retirement, I hoped I wouldn't drive everyone around me a little crazy. Today, my hope has shifted. My focus is on how I can best serve Nebraska's rural schools by providing meaningful resources, building strong relationships, and creating opportunities that help our students, educators, and communities thrive.

It would be easy to become discouraged by the challenges surrounding us. Headlines often highlight division, uncertainty, and conflict. In education, we face our own share of obstacles—from staffing shortages and funding concerns to increasing expectations placed on our schools. At times, it can feel as though darkness receives far more attention than light.

But hope is often found in perspective.

Our oldest son serves as a Navy rescue swimmer. Before joining the fleet, he spent more than two years preparing for a job that most of us can scarcely imagine. He once described his role this way: *"My best day at work will come because someone else is experiencing one of the worst days of their life."* That simple statement has stayed with me. The same situation can look completely different depending on where you're standing. The same is true in our schools.

Every day, educators across rural Nebraska choose to see possibilities where others see obstacles. They choose to invest in children, strengthen communities, and prepare the next generation of leaders. They understand that perspective shapes outcomes. When we focus on opportunities instead of limitations, and replace "have to" with "get to," our outlook—and often our results—begin to change.

I've also been encouraged by watching people come together in unexpected ways. Acts of kindness, hospitality, and service remind us that there is still far more good in the world than the headlines often suggest. Hope isn't passive; it's an expectation that our actions matter. It requires intention, responsibility, and a commitment to making a positive difference wherever we are.

As we begin another school year, I encourage each of us to be that difference in our schools and communities. Whether you're a superintendent, board member, principal, teacher, support staff member, or community leader, never underestimate the impact of a kind word, a thoughtful decision, or a willingness to serve others.

Thank you for the opportunity to serve the Nebraska Rural Community Schools Association. I look forward to listening, learning, and working alongside each of you as we continue to advocate for the outstanding students, educators, and communities that make rural Nebraska such a special place.

I'll leave you with a lyric that captures this message well:

"In a world full of hate, be a light."

May we all strive to be that light for our students, our colleagues, and our communities.

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 were a few spots open on NRCSA committees. The Executive Committee approved the recommendation of Executive Director Jack Moles to appoint (or re-appoint) the following to committees:

LEGISLATIVE COMMITTEE

- Trevor Anderson, Superintendent at Kimball, was re-appointed for a second term.
- Mike Rotherham, Superintendent at O'Neill, was appointed to a first term.

SCHOLARSHIP AND RECOGNITION COMMITTEE

- Keri Homan, Superintendent at Crawford, was appointed to a three-year term.
-

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 has begun! Membership notices were sent to all of our members earlier in the week. We also contacted several non-members who we believe would be great fits in NRCSA. 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. At the time of this writing, we have spots for a few more teams.

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, Kloe 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: Dan Bird, 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 would really like to get to at least 150 meetings before my time in NRCSA's Executive Director role ends at the end of August.

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.

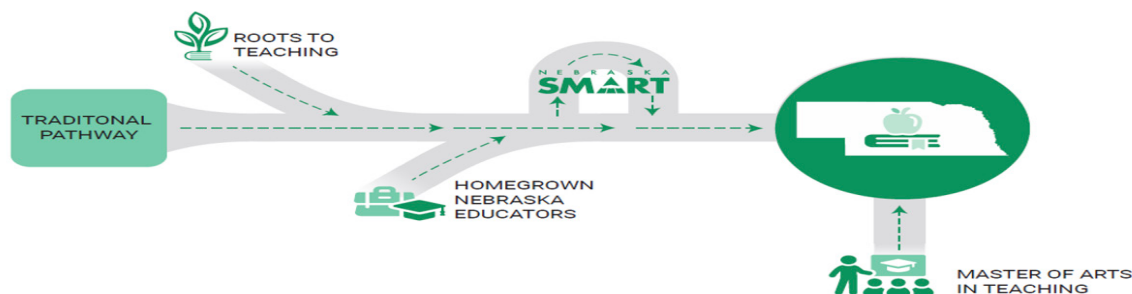
This research based, legally vetted campaign includes monthly social media graphics and captions that focus on key topics like online safety, respectful communication, digital wellness and appropriate tech use. All content is designed to engage school communities and support districts in meeting digital 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@aplum.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 and Hastings, shared a sample Superintendent Checklist that he has used. The checklist has not been updated, but still could be of great help to Superintendents. 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.

July 2026:

*** Hadassah Rankin of Central City was elected Governor at Cornhusker Girls State.**



*** The Omaha World-Herald (OWH) and Lincoln Journal-Star (LJS) recently announced their All State Baseball teams. Athletes from NRCSA-member districts who were named First Team All-State include:**

CLASS B:

Carson Hollst, Platte Valley (OWH, LJS)

CLASS C:

Conner Erickson, Central City/Centura (OWH, LJS), Jaxson Kneifl, Wayne (OWH, LJS), Alex Meinecke, St. Paul/Palmer (OWH, LJS), Jackson Warner, Auburn (OWH, LJS), Nolan Duzik, Malcolm (OWH), Nick Mousel, Adams Central (OWH, LJS), Colbyn Peters, Central City/Centura (OWH, LJS), Kowen Rader, Adams Central (LJS), Dom Joe, Fairbury (LJS), Brixen Meyer, Malcolm (LJS), Wyatt Jelinek, Raymond Central (LJS), Chase Smith, Malcolm (LJS)

*** Canon Allen of Aurora was named the Offensive MVP in the Nebraska Shrine Bowl Game. Rhodee Hill of Hershey was honored as the Defensive MVP.**

*** Several players and coaches were recently selected to the Nebraska Eight Man Football Hall of Fame. Players from NRCSA-member districts (or former districts that are now part of merged districts that belong to NRCSA) include:**

Adam Broders (Bloomfield), Ben Ideus (Lewiston), Brett Kaczor (Ewing), Clint Belina (Howells), Justin Swedburg (Axtell), Kole Ficken (Bruning-Davenport), Lance Thorell (Loomis), Mark Olsen (Hampton), Nate Most (Giltner), Shannon Messersmith (Hayes Center), Taylor Dixon (Wauneta-Paalisade), Jerry Mlinar (Greeley) and Rich Mlinar (Greeley)

*** The Nebraska Department of Education recently recognized students who had achieved perfect scores of 36 on the ACT. Students from NRCSA-member schools who were thus recognized include:**

Carter Buell (Rock County), Isaac Hamilton (Southern Valley), Jack Hayes (Auburn), Stewart Umberger (Randolph), and Grace Zhang (Auburn)

*** Grace Ellis, of Meridian, received the Nebraska Writing Project's Outstanding Early Career Teacher Award.**



*** Jordan Larson, a graduate of Logan View, was recently inducted into the National High School Hall of Fame**



*** Jim Weeks, Boys Basketball Coach at Auburn, was named the National High School Athletic Coaches Association (NHSACA) Coach of the Year.**



*** Shayla Rautenberg, of Milford, was honored as the Girls Athlete of the Year by both the Lincoln Journal-Star and the Omaha World-Herald.**



*** The NSAA and the Nebraska Department of Transportation have partnered in sponsoring the “Buckle Up, Phone Down Cup” for high schools. This year’s cup winners include:**

CLASS C: Yutan was the All-School Division and Girls Division cup winners.

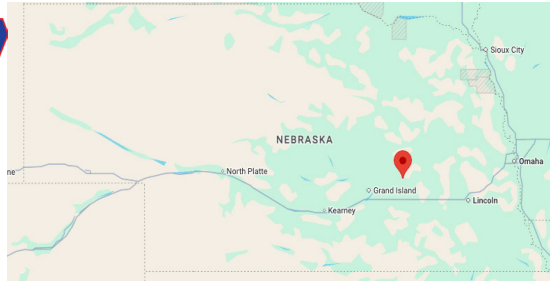
CLASS D: McCool Junction swept the All-School Division, Girls Division and Boys Division cup championships.

*** Southwest’s Houston Billeter was instrumental in Team USA defeating Team Canada in the annual USA vs Canada Six-Man All Star Game. Houston threw for two touchdown passes and caught a touchdown pass.**

*** Syracuse Superintendent David Kraus and Syracuse Student Senators Landry Kraus and Jackson Miller will represent a new 2026 Leadership and [Innovation Fellowship at America’s Youth AI Festival](#) in Boston and Cambridge University.**

MEMBER SPOTLIGHT

High Plains Community Schools



Mascot: Storm

Enrollment: 184 students

Location(s): Clarks, Hordville, & Polk, NE

Interesting Fact: High Plains is made up of three communities. Before the school district was High Plains 25 years ago. Polk-Hordville was a school and they were the “Cubs”. Clarks had their own school and they were the “Clarks Bombers”. Each community had strong traditions and took great pride in their schools. That has carried over to High Plains and the Storm. We are grateful for our past, the communities, the schools, and all the alumni that made up our districts.

Superintendent: Jason Brown

**Principal(s): Breanne Helgoth-(Pk-6),
Sierra Eastman-(7-12)**

Board of Education: Shane Van Pelt, Nate Spurling, Megan Pike, Dorinda Brown, Isaac Samuelson, & Chad Hoffman



Programs:

Our athletic and activities programs have done some notable achievements over the past couple of years at the local, conference, and state competitions. They have brought home many awards, medals, and state champions in track and speech. One speech participant has earned seven state medals, one being a state championship. One state track athlete has earned eight state track medals, and on is a state champion. We are proud of all our student-athletes and coaches for their accomplishments and work they have put in to be successful.

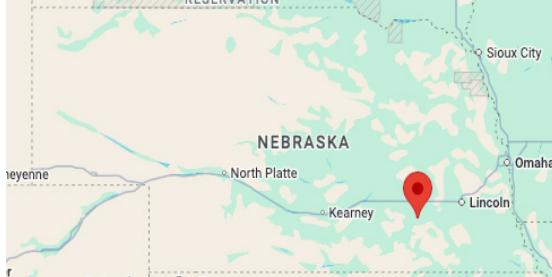


Our students and staff have worked hard to raise the academics at HPC. There has been a focus to improve AQuESTT ratings in our district. Through the CIP process and examining every day teaching styles. The district has been able to raise our AQuESTT scores over the last two year and score several “Excellents” in the elementary and high school and a Great in the middle school. Our goal is to continue to grow and improve the education for the students each year.



MEMBER SPOTLIGHT

Exeter-Milligan-Friend Public Schools



Mascot: Bobcats

Enrollment: 350 students

Location(s): Friend & Exeter, NE

Interesting Fact: 2025-26 was the inaugural school year as EMF.

Superintendent: Derek Anderson

Principal(s): PK-5 – Laura Kroll; 6-12 – Liz Stutzman



Board of Education: Adam Erdkamp; Jamie Tuttle; Eric Milton; Tyler Bartels; Tiffany Shoner; Kendra Jansky

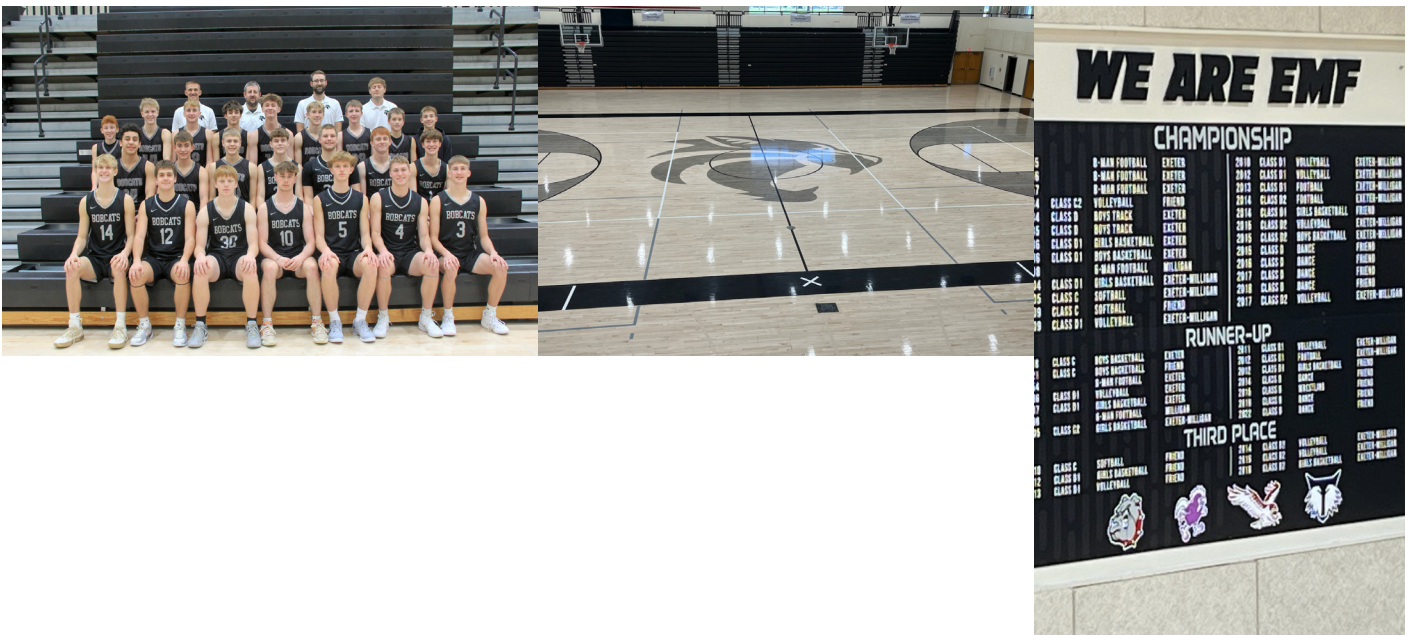


Programs:

FFA - The EMF FFA Chapter, which includes 85 members in 7th-12th grade, is focused on connecting students with agricultural industry knowledge and skills for their future. Highlights from the 25-26 school year include multiple state finalists in Leadership and Career Development events, delivering harvest meals, organizing a gift card drive for UNMC organ transplant patients, conducting greenhouse plant sales, managing a corn seed test plot, and trial testing a monthly floral subscription program.



Boys Basketball - Over the past two years, the Exeter-Milligan-Friend boys basketball program has worked really hard to create a culture of competitiveness while instilling responsibility and accountability. Student-athletes have dedicated time and effort that have created lots of success for this program, including two district titles with state appearances. Back-to-back conference runners-up, a MUDECAUS 3rd place finish, and multiple individual awards. The student-athletes have poured into the youth, helping with the youth camp held every summer, and all of them have participated in a youth program that helps provide skills to prepare them for their high school career. This program has built a great culture that takes pride in its community, and is something that the community can be proud of. With the foundation of this culture, the future of Exeter-Milligan-Friend basketball looks promising for years to come.



Updates from Members & Other Entities

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

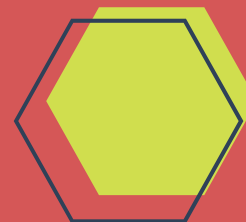


During the Game/Event

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.



Who We Are:

We are more than investment bankers. We are strategic allies for Nebraska's rural school districts, dedicated to delivering exceptional results through customized financial solutions. Whether your district is expanding a classroom wing or building an entirely new school, our team brings deep experience, insightful strategy, and unwavering commitment.

Our Public Finance division is a cornerstone of D.A. Davidson, with 57 investment bankers in 30 offices nationwide, including six right here in Nebraska. This local presence, paired with national reach, allows us to offer big-picture thinking with a homegrown understanding of your unique challenges and opportunities.

As the #1 underwriter for Nebraska K-12 Schools, by par and/or number of negotiated transactions since 2017 and consistently top ten nationwide, our ranking reflects what our clients already know: D.A. Davidson delivers.

What Sets Us Apart:

- Specialized Expertise – From small-scale improvements to multi-million-dollar construction projects, we've seen it all, and structured it all.
- Responsive, Local Service – Our Nebraska-based bankers are accessible, knowledgeable, and genuinely invested in your success.
- Powerful Market Presence – Our Fixed Income Trading Operations are among the most active in the country, giving your district strong market leverage.
- Personalized Solutions – No cookie-cutter strategies. We listen and build a plan that fits your vision and your voters.

Proven Results for Rural Schools:

Since 2010, we've completed over 220 bond transactions for more than 80 Nebraska Rural Community School Districts. These long-standing partnerships speak volumes:

- Alliance Public Schools | 11 transactions | \$25.9 million
- Centennial Public Schools | 9 transactions | \$33 million
- Fort Calhoun Community Schools | 11 transactions | \$40.8 million
- Hershey Public Schools | 11 transactions | \$24.3 million
- Minden Public Schools | 7 transactions | \$47 million
- Sidney Public Schools | 9 transactions | \$45.2 million

These aren't just numbers, they're gymnasiums built, classrooms renovated, money saved through refinancings, and communities enhanced.

Big or Small, We're with You All the Way:

From a \$500,000 lease for building upgrades to a \$40 million bond for a new school facility, D.A. Davidson brings the same level of passion, precision, and partnership.

Let us help turn your district's vision into reality, because when Nebraska schools succeed, communities thrive.

Contact our Nebraska public finance team today.

Paul J. Grieger, Managing Director

402.392.7986 | pgrieger@dadco.com

Cody Wickham, Senior Vice President

402.392.7989 | cwickham@dadco.com

Andy Forney, Senior Vice President

402.392.7988 | aforney@dadco.com



Congratulations to Our NRCSA Clients That Have Recently Passed Bond Elections:

- Centennial Public Schools | \$7,900,000
- Clarkson Public Schools | \$14,950,000
- Logan View Public Schools | \$21,500,000
- Louisville Public Schools | \$37,495,000
- Mead Public Schools | \$18,900,000
- Minden Public Schools | \$27,285,000
- Pierce Public Schools | \$9,905,000
- Sterling Public Schools | \$17,500,000
- Tri County Public Schools | \$17,995,000
- Wausa Public Schools | \$2,150,000

Source: Refinitiv, Date 1/03/2026

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Purple Ribbon Partners



Apptegy

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construction | the people you build with

MCL Construction

Travis Justice
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Network For Educator Effectiveness (NEE)

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Roofing and Building Maintenance

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Voss Lighting

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US Bank

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[Pete Ricketts](#)

U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

Nebraska Governor

[Jim Pillen](#)

NE State Senators

[Bob Andersen, Dist 49](#)

[John Arch, Dist 14](#)

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Nebraska Rural Community Schools Association



“Quality Rural Schools”

www.nrcsa.net



NRCSA Programs

[New Leaf Teletherapy](#)

[Planning Support Service](#)

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NRCSA Rural Community Schools Association
440 S 13th St, Suite B
Lincoln, NE 68508



www.nrcsa.net



www.twitter.com/NRCSA1980



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JULY
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

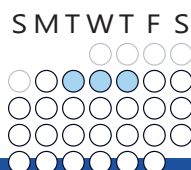
To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.
All Dates & Locations Tentative & Subject to Change

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

Where Will NASBe This Month?*

Ashland Greenwood; Axtell; Blue Hill; Centura; Chicago, IL; Elba; Falls City; Gering; Kearney; Lakeview; Leigh; Lincoln; Morrill; Norfolk; Norris; Sandy Creek; Schuyler; Washington, DC; Winside; and Yutan

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



JULY
2026

JULY

ALICAP Summer Workshops

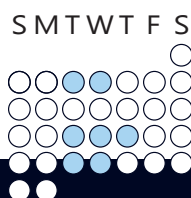
THIS
WEEK!

Tuesday, July 7 - Gering Civic Center

Wednesday, July 8 - Kearney Younes Conference Center South

Thursday, July 9 - Lincoln Marriott Cornhusker Hotel

ALICAP



AUGUST
2026

AUGUST

NASB Board Candidate Workshops

Tuesday, August 4 - Alliance and Beatrice

Wednesday, August 5 - McCook and Bellevue

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



Look for Legislative Candidate Meet & Greets coming this August and September too!



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

JULY
2026

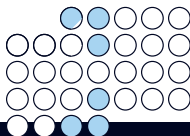
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2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

PAGE 2

SMTWTF S



SEPTEMBER
2026

SEPTEMBER

Area Membership Meetings

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



Labor Relations - September 29-30 - Lincoln

Now Hiring - Events & Engagement Associate!

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

envise

**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

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