

Board Planning Session

Wednesday, July 30, 2025 6:00 PM

District Administration Building Technology Room, 300 S. Washington St.,
Lexington, NE 68850-0890

Cindy Benjamin: Absent
Travis Maloley: Present
Garth Mins: Present
Roger Reutlinger: Present
Sandra Reyes: Present
Larry Steinberger: Present
Travis Maloley: Absent
Cindy Benjamin: Present
Travis Maloley: Present

1. **Call to order and notice of meeting. Board president: *"I call this meeting of the Dawson County School District #1 Board of Education to order. Notice of this meeting was published in the July 26, 2025, edition of the Lexington Clipper-Herald. [6:02 PM]."***
2. **Open Meetings Act. Board president: *"This meeting complies with the Open Meetings Act. A complete copy can be found on the west wall for those who wish to review it."***
3. **Flag salute.**
4. **Roll call.**
5. **Public comments. Board president: *"The board has set aside this portion of the agenda to receive public comments. If you wish to make comments, please sign in at the podium and limit your comments to 5 minutes. Our public comment rules are attached to the sign-in sheet and this agenda."***
6. **Review of 5-year goals. [Maloley joined meeting at 6:08 PM and Benjamin at 6:16 PM]**
7. **Financial overview and discuss goals.**
 - 7.1. Middle school activities admissions fees
8. **Technology overview and discuss goals.**
9. **Academic performance overview and discuss goals.**
 - 9.1. Student performance and program data overview
 - 9.2. Band participation and staffing
10. **Buildings, grounds, and transportation overview and discuss goals.**

10.1. Overall facility needs, scope, cost,
methods

10.2. Playground improvements

10.3. Pershing modulars elimination

10.4. Use of facilities - funerals, other

10.5. Van fleet replacement plan

10.6. Diesel mechanic?

11. **Meeting adjourned at 7:55 PM.**

Board Secretary

PUBLIC PARTICIPATION

INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK:
This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

- **Getting Started:** When you have been recognized, please identify yourself, including an address and the name of any organization you represent. The board may waive the address requirement to protect the security of the individual.
- **Time Limit:** The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.
- **Personnel or Student Topic:** If you are planning to speak about a personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedures to resolve such complaints and concerns. The Board requests that you follow the policy and procedures before addressing these matters with the Board. Be advised that comments made about individuals during public comments are not protected against claims of libel or defamation arising from those comments.
- **No Board Response or Action.** To ensure there is no violation of the Open Meetings Act, board members will generally not answer, reply to, or engage in any discussion of the questions or comments made at the meeting in which public comments are received. The board will not act on any matter unless it is on the published agenda.
- **General Rules:** This is a public meeting for the conduct of business. Comments from the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.

Five-Year Board Goals

August 2023

Update 3.11.2024

Reviewed 8.12.2024

Updated 3.10.2025

Financial

- Maintain a minimum of 3 months of expenditures in cash reserve at fiscal year end to ensure adequate cash flow and protection for economic downturns.

2022-2023 Audit – Finished fiscal year with a General Fund balance of \$11,034,182 or 3.14 months of expenditures in cash reserve.

2023-2024 Audit - Finished fiscal year with a General Fund balance of \$11,367,045 or 3.0 months of expenditures in cash reserve.

- Maintain sufficient funding of Depreciation and Special Building Funds to meet projected technology, curriculum, activities, and facility replacement cycle demands.

The Depreciation Fund had a balance of \$1,150,396 as of February 2024. With recent iPad and other technology-related leases or purchases, additional funds will need to be transferred at FYE 2024. No major curriculum purchases are anticipated this current year.

As reflected in the 2023-2024 audit, the Depreciation Fund had a balance of \$2,785,852. This balance increased significantly due to a \$2 million general fund transfer at fiscal year end.

School Improvement (CIP)

- Develop post-graduate surveys to obtain feedback on district strengths and areas for improvement in meeting post-secondary education and workforce needs of LPS graduates.

The survey has been developed and a plan is in place to collect email addresses in order to complete the survey by Spring 2026 for the 2025 graduating class.

The 1st survey was sent out in November 2024 to the class of 2024. We only received 18 responses. We will try to send it out again in the Spring for additional responses.

- All students will improve in reading as measured by district approved reading assessments and measures.

School improvement goal for reading has changed to: At LPS, Improvement will be defined as growth and/or maintaining proficiency over time. Each building is working to set their own specific goals.

As of Middle-of-Year testing 2024:

54% of Elementary students were at or above benchmark on DIBELS

48% of Middle School students scored above 41% on NWEA MAP

	MOY 2024	Spring 2024	MOY 2025
DIBELS (At or above benchmark)	54%	63%	58%
MAP MS (above 41st percentile)	48%	54.5%	55%
NSCAS (3-8)		42%	
ACT		22%	

- Develop and implement surveys to key stakeholders related to school improvement.

Surveys of parents, instructional staff, non-instructional staff and 6-12 students were given during the month of February. Building CIP chairs analyzed the results during their February 28 meeting.

Surveys of parents, instructional staff, non-instructional staff and 6-12 students were administered during February and March. Building CIP chairs will begin to identify common themes, strengths, and challenges from the last 4 years.

Special Education parents were surveyed in 23-24. Results exceeded state targets in all areas. The next survey will be administered in 25-26.

- LPS will implement a strategic plan to increase family involvement and engagement measured by attendance, family participation, and surveys by 2026.

Buildings have worked this year to increase the opportunities for parents to be involved in the school. TalkingPoints and SeeSaw have been used to communicate with parents. The migrant program is currently working with a group of parents and we may use this same model to expand parent engagement in the future. Principals have additionally been tasked with identifying current efforts and identifying new ones for each of their buildings.

Buildings continue to build relationships and communication with parents through the use of SeeSaw and TalkingPoints. Additionally, information is shared on Facebook pages and the school website. The addition of the Welcome Center will establish a positive interaction with parents as soon as they arrive in the district to connection them with school and community resources.

- 80% of LPS students will demonstrate at least typical ratings in the development of targeted SEL competencies as measured by the DESSA and those identified as at risk will receive additional support through direct service or intervention by 2026.

The 2024 winter screen of the DESSA showed 96% of students are scoring at or above the typical rating. >90% of students considered at risk are receiving additional supports through the MTSS framework. Of those students referred for Tier 3 clinical therapy, 100% are served.

The 2025 winter screen of the DESSA continues to show 96% of students maintaining or exceeding typical growth in social emotional competence. 4% of students K-12 are considered At-Risk (118). We are currently serving 100% of students who have been referred through screening and/or parent or teacher referral. Currently we are serving 161 students at Tier 2 (see a school counselor on a regular basis); and 71 students at Tier 3 (receiving clinical therapy on a regular basis).

- Special Education: 4th grade students with IEPs will increase their reading proficiency 1-2% as measured by state testing by the end of 2026.

In 2022-2023, proficiency rates increased by 7% for 4th grade.

In Winter of 2024-25, reading proficiency rates for 4th grade special education students increased 7% when compared to the previous Spring assessments.

Technology

- Increase employee awareness of cybersecurity risks and preventative measures to protect district information systems.

Staff were required to watch SafeSchools videos on cybersecurity this year. New staff were given security training during new teacher orientation week. Staff have been encouraged to contact our technology department if they receive suspicious correspondence.

We implemented end-point detection in July 2024 and are currently implementing email phishing/malware protection.

Facilities and Transportation

- Study and develop fiscal and construction plans to address identified facility needs.

Property acquisition has emerged as a board priority this year with two real estate purchases on the same block as LMS and the YMCA for possible future expansion. Additionally, the district is in negotiations for acquisition of property juxtaposing LHS to address parking needs. The District Administration Building has been recently recarpeted, painted, and refurbished. The board's buildings and grounds committee has discussed a

possible streamlined facility study to assist in prioritization of future needs, but action has not been taken.

The District acquired several new buses with American Rescue Plan funds over the past three years. Acquisition of additional school vans will need to be considered in the near future.

The District continues to pursue property acquisition through the eminent domain process.

Staff Recruitment and Retention

- Study and consider means and methods of assisting selected LPS non-certificated staff to obtain teaching certificates to address the teaching shortage.

A contract has been developed for and offered to selected classified staff that provides tuition assistance in exchange for future employment. No employee has been hired thus far with this new recruitment tool, but it will continue to be considered as other positions become available.

District tuition reimbursement continues to be a powerful tool in enabling staff to obtain initial certification or acquire additional endorsements. The district participated in a Grow Your Own grant program hosted by UNK which proved unsuccessful in securing additional teachers in the first year.

- Expand the applicant marketplace and hiring timeframe for all positions including student teaching applicants and other unconventional candidate pools.

The district paid student-teachers during the 2023-2024 and was able to secure an unprecedented number of 38 UNK students between the two semesters. We have hired seven of them as LPS teachers thus far for the 2024-2025 school year. We have additionally sent district representatives to numerous teacher recruitment fairs including UNK, UNL, Wayne State College, and newly added South Dakota. We have advertised for positions earlier than the normal window particularly for special education positions. We continue to advertise locally, regionally, statewide, and nationally depending on the position.

Special education positions have continued to be the most difficult to fill.

The District secured 16 student-teachers in the second semester of 2024-2025. Some have been hired to fill vacancies for 2025-2026.

- Create promotional hiring materials that help to inform and attract candidates.

An informational and promotional brochure was developed and has been distributed at teacher recruitment fairs this year.

Professional Development

- Continue to provide staff support and training on emotional health, English Learners (EL), and technology.

Opportunities this year are identified in the following chart:

	Emotional Health	English Learners	Technology
August 7-8	Youth Mental Health First Aid Behavioral Strategies- Heather Robbins		
September 5	Zones of Regulation and Second Step for elementary Youth Mental Health First Aid		Technology training by building core teams
October 23	Human Trafficking presentation		
January 15		EL Strategies- Anne Hubbel, NDE Digging into EL Data and application- instructional coaches Paras- -ELL General Understanding -ELL Avoid Common Pitfalls -ELL Strategies and Techniques	
February 19	Youth Mental Health First Aid for classified staff Paras- -Mental Health- Providing Positive Behavioral Health Support for Individual Students -Avoid 5 Mistakes when Chronic Trauma is present	Academic Conversations for EL HS/ MS Scaffolds for EL students- MS Paras- -Scaffolding for EL -ELL Fostering a Positive and Productive Classroom Environment	Technology by core teams IXL- Elem/MS
September 3, 2024		Interpreter Training for classified staff	Technology select a session by technology core teams

October 21, 2024	Paras: De-escalation Strategies	Paras EL Strategies MS- EL training from Solution Tree	
January 20, 2025 Choice sessions(All staff	All staff could choose a session related to their own mental health Classroom Wise De-escalation Strategies DESSA student self-report Impacts of Trauma on Child Development Maximizing Student Success with Check-in-Check Out	Science of Reading for EL Learners District EL meeting LETRS refresher Scaffolds for Students Reading below Grade level	22 Choices related to: AI IXL Google Technology use in the classroom
February 2025	8 staff attended Foundational training for Restorative Practices		

Advocacy

- Continue efforts to educate senators, Nebraska Department of Education officials, and other local, state, and federal representatives of the district's unique needs and challenges.
 - The District has invited new NDE Commissioner Brian Maher and other NDE representatives for a facilities tour and briefing of district challenges. No visit has yet been scheduled.
 - District representatives presented this year at the NASB/NCSA State Education Conference on district challenges and program highlights with positive reception from those in attendance.
 - The District has hosted visits this year from staff from Broken Bow, Elwood, Fremont, Gothenburg, and York Public Schools showcasing the new special education facilities at Sandoz and our English Learner programming. We also provided a tour of various district programs to Buffett Early Childhood Institute representatives.
 - District demographic information was shared this year with Nebraska State Board of Education President Elizabeth Tegtmeier at her request. We have also shared

our most recent district report card with Elizabeth Tegtmeier and Senator Teresa Ibach.

- Larry Steinberger and John Hakonson attended the 2024 NASB Federal Advocacy Fly-In in Washington, D.C. from April 28-May 1 to advocate for the district at the federal level.
- The district hosted State School Board president Elizabeth Tegtmeier at the December admin meeting. She also participated in a session for teachers and other staff during the January professional development day.
- Annette Fitzgerald is a member of the AQuESTT advisory group that is revamping the AQuESTT accountability at the state level.
- District representatives have been meeting or corresponding with City of Lexington, LRHC, and Central Community College administrators to discuss additional college and career opportunities for LPS students including both courses offered for dual credit at LHS or offered at the CCC-Lexington campus.

Lexington Public Schools
General Fund Summary Report

General Fund	General Fund Expenditures	24/25 Budget	Expended During Month	Spent YTD 24/25	Spent YTD 23/24	Percent of previous year	Balance remaining	Percent Remaining	YTD Percent (Over)/Under Budget
1100	Regular Instruction	\$18,806,514	\$1,680,008	\$17,193,954	\$16,515,025	104.11%	\$1,612,560	8.57%	-8.09%
1200	Special Education Programs	\$5,349,765	\$464,223	\$4,879,266	\$4,593,692	106.22%	\$470,479	8.79%	-7.87%
2230	Instruction-Related Technology	\$1,529,194	\$143,166	\$1,073,683	\$966,426	112.26%	\$455,511	29.79%	13.12%
1300	Summer School	\$675,978	\$206,926	\$221,507	\$78,704	281.44%	\$454,471	67.23%	50.56%
1101	Activities	\$1,062,265	\$102,294	\$1,106,744	\$1,020,846	108.41%	(\$44,459)	-4.19%	-20.85%
2120	Attendance & Guidance Services	\$1,255,577	\$83,698	\$900,925	\$913,512	98.62%	\$354,652	28.25%	11.58%
2130	Health Services	\$455,295	\$38,719	\$390,968	\$382,291	102.21%	\$64,327	14.13%	-2.54%
2200	Staff Support	\$1,268,847	\$167,569	\$1,099,222	\$874,411	125.71%	\$169,625	13.37%	-3.30%
2300	General Administration	\$450,131	\$42,843	\$396,315	\$380,019	104.29%	\$53,816	11.96%	-4.71%
2400	Office of the Principal	\$1,602,766	\$155,470	\$1,479,566	\$1,426,490	103.72%	\$123,200	7.69%	-8.98%
2500	Fiscal & Personnel Services	\$730,920	\$87,094	\$613,694	\$551,659	111.25%	\$117,226	16.04%	-0.63%
2600	Buildings, Grounds & Equipment	\$4,272,854	\$348,710	\$3,458,311	\$3,211,203	107.70%	\$814,543	19.06%	2.40%
2700	Pupil Transportation	\$736,949	\$49,073	\$714,022	\$748,050	95.45%	\$22,927	3.11%	-13.56%
3000	State & Other Categorical Programs	\$396,568	\$24,271	\$273,684	\$266,158	102.83%	\$122,884	30.99%	14.32%
6000	Federal Programs	\$4,572,096	\$298,738	\$3,214,329	\$3,332,451	96.46%	\$1,357,767	29.70%	13.03%
8000	Transfers to Other Funds	\$1,250,000	\$0	\$0	\$0	N/A	\$1,250,000	100.00%	83.33%
9000	Miscellaneous	\$0	\$536	(\$1,765)	\$3,502	-50.40%	\$1,765	N/A	N/A
	Total Expenditures	\$44,415,739	\$3,893,338	\$37,014,446	\$35,254,439	104.99%	\$7,401,293	16.66%	0.00%

\$1,760,007

General Fund	General Fund Revenues	24/25 Budget	Revenue During Month	Received YTD 24/25	Received YTD 23/24	Percent of previous year	Balance remaining	Percent Remaining	YTD Percent (Over)/Under Budget
1000	Local Receipts	\$11,853,519	\$884,630	\$7,222,735	\$8,497,559	85.00%	\$4,630,784	39.07%	22.40%
2000	County and ESU Receipts	\$296,780	\$18,621	\$246,263	\$117,106	210.29%	\$50,517	17.02%	0.36%
3000	State Receipts	\$25,308,650	\$3,749,622	\$34,679,901	\$28,740,759	120.66%	-\$9,371,251	-37.03%	-53.69%
	Subtotal State & Local Receipts	\$37,458,949	\$4,652,874	\$42,148,900	\$37,355,424	112.83%	-\$4,689,951	-12.52%	-29.19%
4000	Federal Receipts	\$6,945,509	\$0	\$6,901,268	\$5,072,201	136.06%	\$44,241	0.64%	-16.03%
5000-9000	Non-Revenue Receipts	\$11,281	\$0	\$11,829	\$4,212	280.86%	-\$548	-4.86%	-27.13%
	Total Revenue	\$44,415,739	\$4,652,874	\$49,061,997	\$42,431,837	115.63%	-\$4,646,258	-10.46%	

NET Revenues/Expenditures

\$0

\$759,536

\$12,047,551

\$7,177,399

27.12%

Cash Flow Report
Regular; Processing Month 6/2025

Fund	Cash Flow Beginning Cash	Cash Flow Revenues	Cash Flow Expenses	Cash Flow Ending Cash
GENERAL FUND	16,567,650.93	4,652,873.55	(3,893,338.02)	17,321,713.94
DEPRECIATION	2,443,323.29	531.51	(221,595.10)	2,222,259.70
EMPLOYEE BENEFIT	89,552.44	0.00	0.00	89,552.44
ACTIVITY FUND	769,789.36	21,711.72	(60,305.07)	731,196.01
SCHOOL LUNCH	907,083.92	177,284.07	(231,641.02)	852,726.97
SPECIAL BUILDING	1,456,479.37	67,043.64	0.00	1,523,523.01
COOPERATIVE FUND	621,684.52	11,122.00	(9,083.87)	623,722.65
GENERAL FUND-Restricted	6,087,409.00	0.00	0.00	6,087,409.00
Grand Total:	28,942,972.83	4,930,566.49	(4,415,963.08)	29,452,103.72

General Fund Cash Balances

Month-Year	Receipts	Expenditures	Cash Balance	Cash Balance/Avg. Monthly Expenditure
September-24	\$2,606,463.82	(\$3,783,003.43)	\$7,215,632.28	1.9
October-24	\$3,534,451.23	(\$3,740,335.81)	\$9,984,620.52	2.7
November-24	\$335,682.02	(\$3,599,991.17)	\$6,720,311.37	1.8
December-24	\$11,179,529.55	(\$3,713,458.83)	\$14,186,382.09	3.8
January-25	\$5,552,558.23	(\$3,706,305.65)	\$16,032,634.67	4.3
February-25	\$2,206,429.44	(\$3,521,210.30)	\$14,717,853.81	4.0
March-25	\$8,025,342.69	(\$3,413,981.84)	\$19,329,214.66	5.4
April-25	\$3,828,256.89	(\$3,951,351.67)	\$19,206,119.88	5.2
May-25	\$7,140,409.20	(\$3,691,469.15)	\$22,655,059.93	6.2
June-25	\$4,652,873.55	(\$3,893,338.02)	\$23,409,122.94	6.3
July-25				
August-25				
Monthly Average:	\$4,906,199.66	(\$3,701,444.59)	\$15,345,695.22	4.1

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES

A4

COMPARISON OF 2025/26 STATE AID
TO PRIOR YEAR CALCULATED AID

SYSTEM / COUNTY DISTRICT NUMBER	DISTRICT NAME	24/25 FORMULA NEEDS	24/25 STATE AID TOTAL CALCULATED	25/26 STATE AID TOTAL CALCULATED	DIFFERENCE BETWEEN 25/26 AND PRIOR YEAR	PERCENT STATE AID CHANGE AS A PERCENT OF FORMULA NEED FOR 25/26 STATE AID	PERCENT CHANGE IN ADJUSTED VALUATION	GENERAL FUND LEVY
18-0002-000	SUTTON PUBLIC SCHOOLS	6,954,454	949,004	930,977	-18,027.00	(0.26)	9.44	0.55
18-0011-000	HARVARD PUBLIC SCHOOLS	4,364,884	326,796	296,715	-30,081.00	(0.69)	10.13	0.82
18-0501-000	SANDY CREEK PUBLIC SCHOOLS	7,326,978	720,422	737,985	17,563.00	0.24	5.95	0.58
19-0039-000	LEIGH COMMUNITY SCHOOLS	4,453,525	622,208	657,371	35,163.00	0.79	13.53	0.65
19-0058-000	CLARKSON PUBLIC SCHOOLS	4,362,045	343,810	332,409	-11,401.00	(0.26)	15.86	0.64
19-0070-000	HOWELLS-DODGE CONSOLIDATED SCH	5,084,541	482,843	486,596	3,753.00	0.07	10.83	0.44
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	22,135,029	3,642,494	3,598,272	-44,222.00	(0.20)	8.60	0.94
20-0001-000	WEST POINT PUBLIC SCHOOLS	10,511,700	1,174,533	1,215,301	40,768.00	0.39	9.19	0.51
20-0020-000	BANCROFT-ROSALIE COMM SCHOOLS	5,054,321	1,008,806	955,732	-53,074.00	(1.05)	13.11	0.48
20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	7,178,015	979,019	1,083,465	104,446.00	1.46	10.22	0.49
21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	4,507,224	721,239	822,709	101,470.00	2.25	6.62	0.51
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	11,206,808	1,294,265	1,310,003	15,738.00	0.14	8.22	0.69
21-0044-000	ANSLEY PUBLIC SCHOOLS	3,976,779	307,473	286,591	-20,882.00	(0.53)	8.65	0.78
21-0084-000	SARGENT PUBLIC SCHOOLS	3,740,928	246,250	223,574	-22,676.00	(0.61)	8.33	0.75
21-0089-000	ARNOLD PUBLIC SCHOOLS	3,751,426	381,021	367,317	-13,704.00	(0.37)	6.23	0.62
21-0180-000	CALLAWAY PUBLIC SCHOOLS	3,893,326	262,582	247,205	-15,377.00	(0.39)	6.38	0.65
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	50,146,269	28,819,854	31,464,205	2,644,351.00	5.27	8.14	0.91
22-0031-000	HOMER COMMUNITY SCHOOLS	7,551,097	2,008,739	2,198,788	190,049.00	2.52	11.92	0.58
23-0002-000	CHADRON PUBLIC SCHOOLS	13,616,450	5,579,801	4,713,505	-866,296.00	(6.36)	10.79	0.94
23-0071-000	CRAWFORD PUBLIC SCHOOLS	3,738,779	559,911	411,005	-148,906.00	(3.98)	11.22	0.91
24-0001-000	LEXINGTON PUBLIC SCHOOLS	42,079,475	25,313,653	26,926,601	1,612,948.00	3.83	7.96	0.89
24-0004-000	OVERTON PUBLIC SCHOOLS	4,809,380	758,653	892,548	133,895.00	2.78	12.40	0.84
24-0011-000	COZAD COMMUNITY SCHOOLS	13,322,094	2,636,449	1,951,949	-684,500.00	(5.14)	11.02	0.92
24-0020-000	GOTHENBURG PUBLIC SCHOOLS	11,617,219	1,614,142	1,454,618	-159,524.00	(1.37)	10.12	0.92
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	4,392,465	578,309	558,700	-19,609.00	(0.45)	9.30	0.73
25-0025-000	CREEK VALLEY SCHOOLS	3,819,708	276,494	295,748	19,254.00	0.50	1.93	0.69
25-0095-000	SOUTH PLATTE PUBLIC SCHOOLS	4,383,085	666,832	738,293	71,461.00	1.63	14.80	0.60
26-0001-000	PONCA PUBLIC SCHOOLS	7,261,279	1,639,726	1,688,511	48,785.00	0.67	13.87	0.85
26-0070-000	ALLEN CONSOLIDATED SCHOOLS	3,459,829	278,508	204,676	-73,832.00	(2.13)	13.54	0.57
26-0561-000	EMERSON-HUBBARD PUBLIC SCHOOLS	4,531,510	377,402	358,093	-19,309.00	(0.43)	13.29	0.59
27-0001-000	FREMONT PUBLIC SCHOOLS	64,649,961	21,616,697	20,340,393	-1,276,304.00	(1.97)	11.29	0.86
27-0062-000	SCRIBNER-SNYDER COMMUNITY SCHS	3,801,219	299,863	268,793	-31,070.00	(0.82)	9.24	0.54
27-0594-000	LOGAN VIEW PUBLIC SCHOOLS	9,009,154	1,391,224	1,294,189	-97,035.00	(1.08)	8.92	0.62
27-0595-000	NORTH BEND CENTRAL PUBLIC SCHS	8,549,558	1,632,298	1,666,030	33,732.00	0.39	11.17	0.49
28-0001-000	OMAHA PUBLIC SCHOOLS	730,038,520	317,175,614	340,246,808	23,071,194.00	3.16	7.98	0.90
28-0010-000	ELKHORN PUBLIC SCHOOLS	123,400,677	20,391,748	20,882,468	490,720.00	0.40	9.21	0.70
28-0015-000	DOUGLAS CO WEST COMMUNITY SCHS	14,025,069	2,847,471	2,713,366	-134,105.00	(0.96)	9.34	0.55
28-0017-000	MILLARD PUBLIC SCHOOLS	256,842,525	64,231,083	65,500,152	1,269,069.00	0.49	8.39	0.97
28-0054-000	RALSTON PUBLIC SCHOOLS	42,681,374	10,698,127	9,522,596	-1,175,531.00	(2.75)	4.64	0.92
28-0059-000	BENNINGTON PUBLIC SCHOOLS	46,500,464	14,056,646	13,798,850	-257,796.00	(0.55)	11.16	0.98
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	73,913,607	30,256,911	29,154,022	-1,102,889.00	(1.49)	3.88	0.80
29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	5,455,672	425,927	430,206	4,279.00	0.08	7.32	0.49
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	3,891,990	276,156	270,805	-5,351.00	(0.14)	13.57	0.47
30-0025-000	FILLMORE CENTRAL PUBLIC SCHS	9,521,617	955,228	948,964	-6,264.00	(0.07)	12.46	0.51
30-0054-000	SHICKLEY PUBLIC SCHOOLS	3,273,581	369,457	381,619	12,162.00	0.37	14.23	0.67

Lexington Public Schools Curriculum Adoption Revision

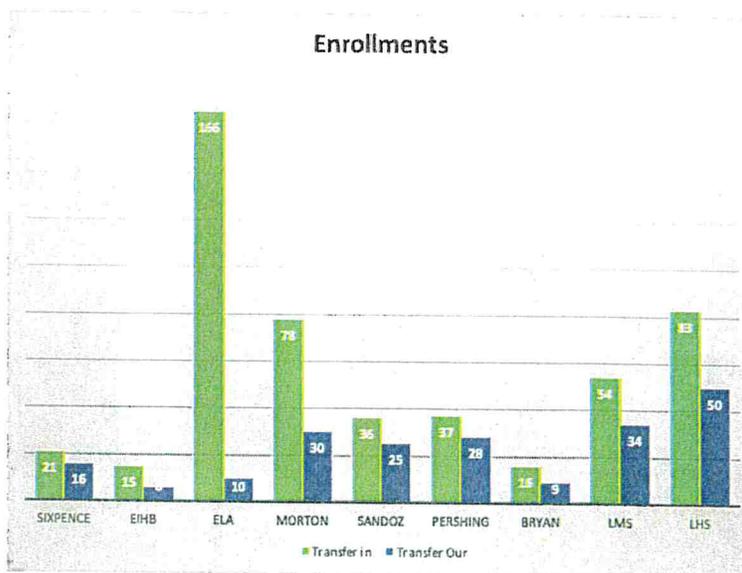
Subject	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
ELA	I	E	Elementary Writing \$80,000 Spent- \$60,536.31	Purchase Gap year Elem (\$50,000 + 50,000 writing) MS(\$10,000) HS (\$14,000)			P (\$1.2 million)	I	E
Math	P	I	E			Purchase gap year for elem \$50,000		P (\$1.2 million)	I
Science			P Elem \$300,000 spent- \$15,680.40 MS- \$200,000 spent- \$202,617.70 HS- \$155,000 spent- \$50,080.53	I Elem \$285,000 HS (physical and applied science) \$60,000	E				
Social Studies					P Elem- \$180,000 MS- \$100,000 HS- \$120,000	I	E		
World Language			French (2 year) \$15,000 spent \$16539.25 Spanish 3 materials- MS \$20,788.48		P French and Spanish \$150,000	I	E		
CTE	P (Auto/ Welding, FCS)	I	E Computer Science \$5,000 spent \$9471.00 Business \$10,000 spent \$8250.00			P (\$70,000)			
Fine Arts		P- Art (\$2300)			P- Art (\$15,000) Music (\$20,000) Drama (\$2000)				
PE					PE- \$10,000				
SEL				P- Elem and MS- \$60,000 for 5 years DESSA K-12- \$65,000 for 5 years					
Total Projected Expense			\$765,000	\$594,000	\$600,000	\$120,000	\$1.2 million	\$1.2 million	
Actual spending			\$383,963.67						
* Orange denotes year that new standards should be adopted									
			P= Purchase	I= Implement	E= Evaluate				

2025 Board Planning Session Curriculum Updates

Enrollment Data



* Last year=338 students transfer in (no withdrawal data)

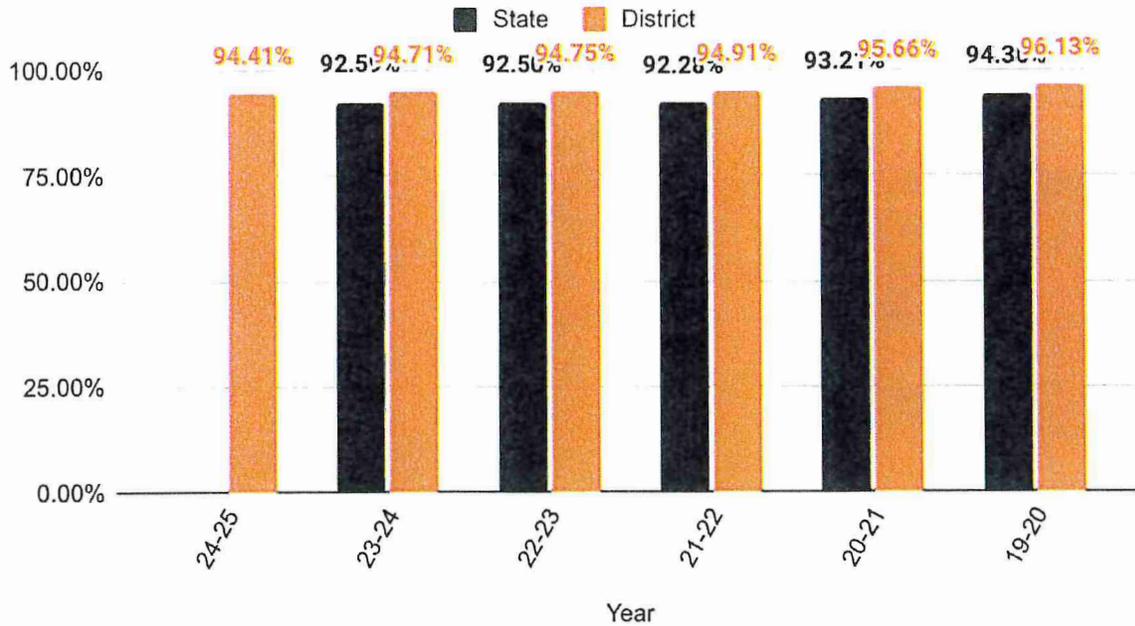


Transfer In Reasons:	Total
For ELA	166
Sixpence	21
EIHB	15
Kindergarten	48
Returned from Drop-out	1
Returning from Vacation	2
Re-enroll	4
Transferred in District	3
Transferred In State	47
Transferred out of state	75

Home Language	Total
Arabic (0190)	9
English (1290)	84
Chuukese (0930)	2
Mayan (2980)	8
Other (9999)	6
Oromo (3480)	1
Somali (4170)	88
Spanish (4260)	308
Total	506

Attendance

State and District Average daily attendance



Chronic Absenteeism

	22-23	23-24	24-25
State	21.50%	21.19%	
District	15.52%	14.82%	12.56%
ELA	38.50%	41.04%	31.17%
Morton	28%	20.57%	17.82%
Sandoz	16.47%	17.13%	9.63%
Pershing	12.21%	13.33%	8.87%
Bryan	7.29%	8.44%	4.63%
MS	13.74%	10.52%	12.70%
HS	11.57%	11.29%	11.39%

School improvement Goals:

GOAL #1

Lexington Public Schools will increase family involvement and engagement measured by attendance, family participation, and surveys by 2026.



GOAL #2

At LPS, all students will improve in reading as measured by district approved reading assessments and measures. Improvement will be defined as growth and/or maintaining proficiency over time.

GOAL #3

At LPS, 80% of students will demonstrate at least typical ratings in the development of targeted SEL competencies as measured by the DESSA, and those identified as at-risk will receive additional support through direct service or intervention by 2026.

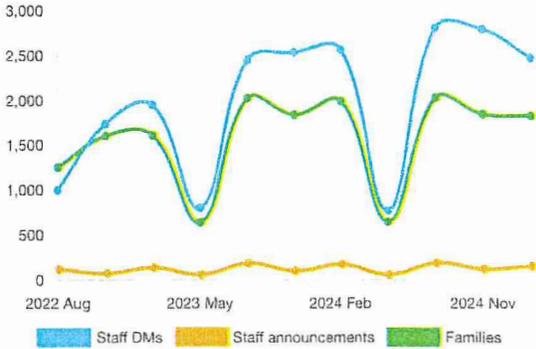
Goal #1

Welcome Center- 80 contacts in 1st quarter, 115 contacts in 2nd quarter

Back to school Events

HS/ MS Talking Points:

Messages sent over time

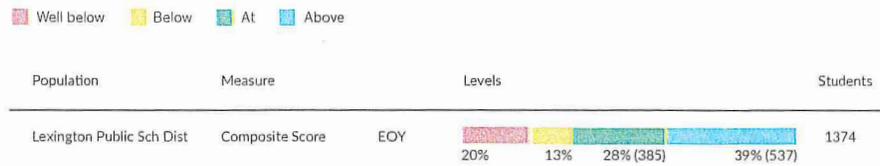


Goal #2

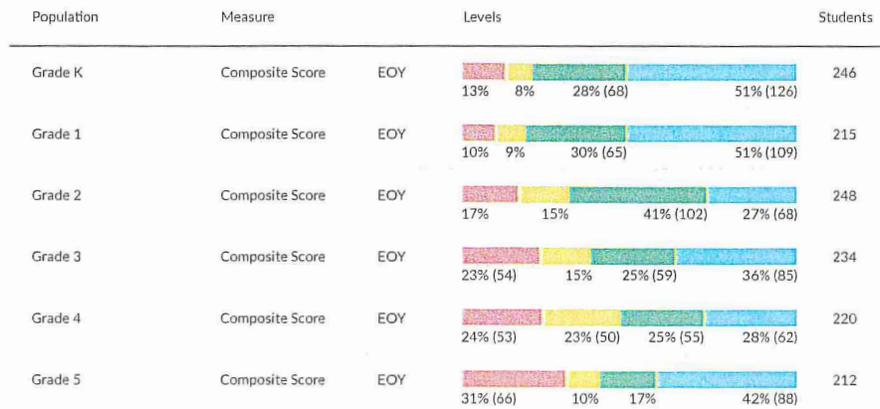
DIBELS

ASSESSMENT	REPORTING PERIOD	POPULATION
DIBELS 8th Edition	2024-2025: EOY	Lexington Public Sch Dist, All schools, All grades

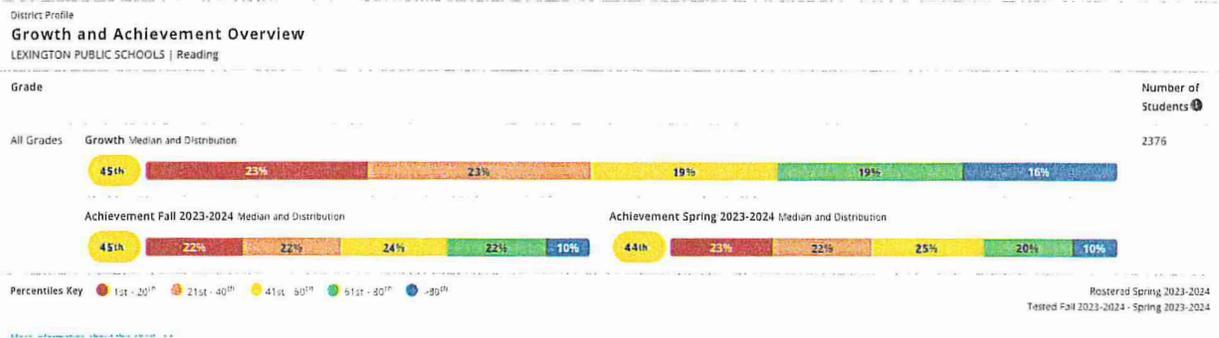
Benchmark performance



View: By grade



MAP Reading



NSCAS/ELPA/ACT data is embargoed until sometime this Fall

Continuous Improvement External Visit

Wednesday October 22- Friday October 24

Important times:

October 24, 2025 8:30-9:15 Community Stakeholder interviews

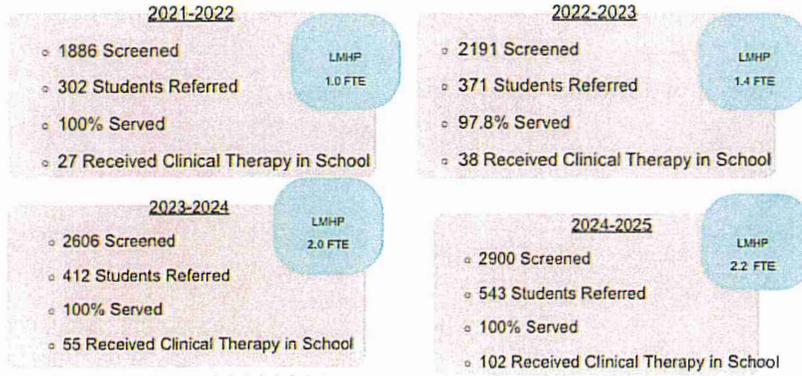
October 24, 2025 9:30-10:15 Board interview- if quorum, will need to be a formal meeting

October 24, 2025 4:00 pm Exit Report- Middle School auditorium

Mental Health

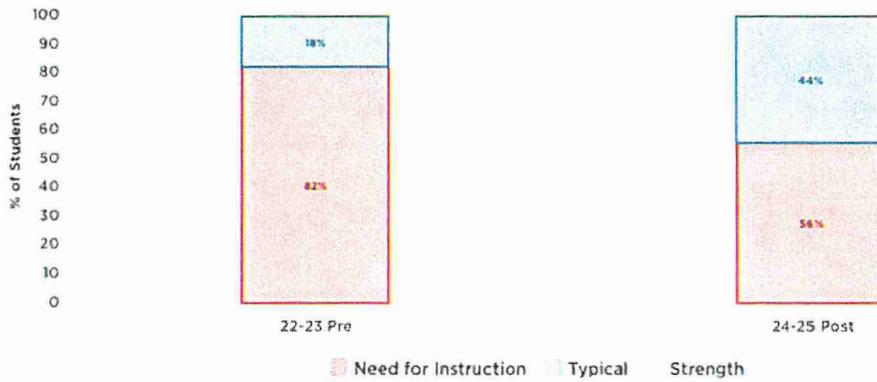
Lexington Public Schools 2025

STUDENTS SERVED



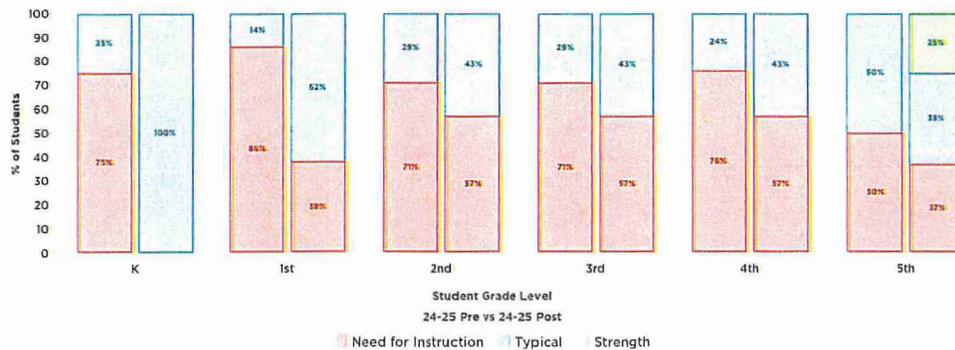
Change in Students' Overall Social and Emotional Competence

Displays changes over time in the distribution of descriptive ranges for students



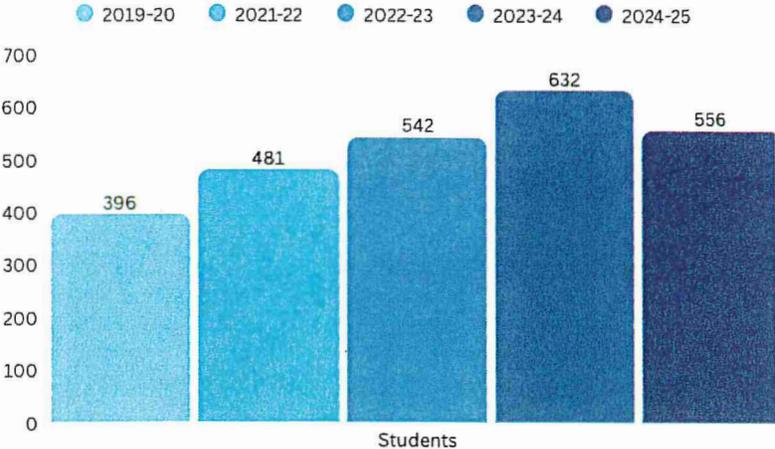
Change in Students' Social and Emotional Competence by Grade Level

Current grades as of 07/30/2025

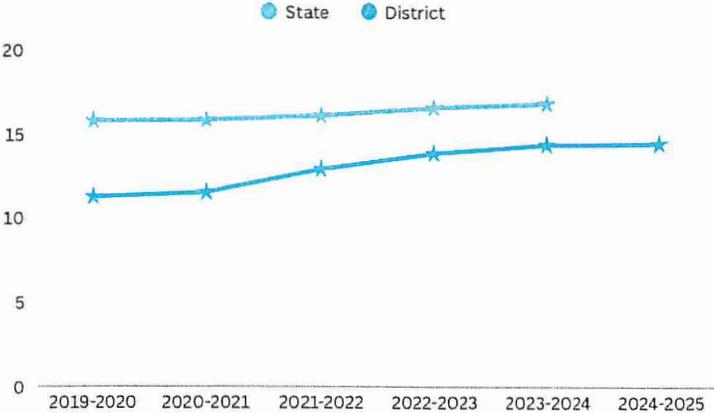


SPECIAL EDUCATION UPDATES

Total EOY Number of Students In Special Education and Early Intervention



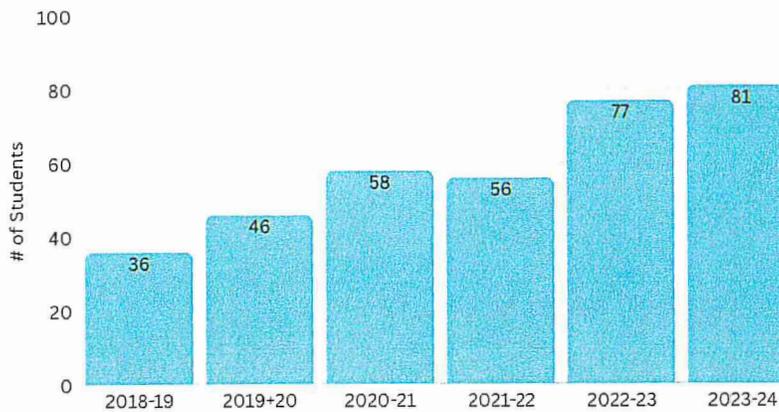
District Identification Rates vs. State



Identification Rates Over the Last 5 Years

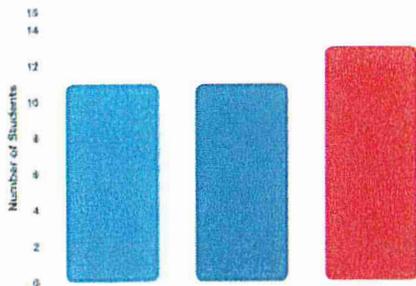
CATEGORY	LEXINGTON	STATE	NATIONAL
AUTISM	+60%	+28%	+40%
SPECIFIC LEARNING DISABILITY	-12%	+3%	+13%
DEVELOPMENTAL DELAY	+25%	+23%	+21%
SPEECH LANGUAGE IMPAIRED	+44%	+6%	<1%
INTELLECTUAL DELAY	+27%	+8%	No Change

Part B (Ages 3-5) Early Intervention



STARS Program Analysis

Distribution Across Buildings with Focus on 18-21 Year Growth



18-21 Year Old Program Impact

The higher enrollment at LHS reflects the need for expanded transition programming for 18-21 year olds. This age-appropriate placement allows students to access career preparation and independent living skills in a more mature educational environment.

13

LHS Students
(37% of total)

11

Sandoz Students
(31% of total)

11

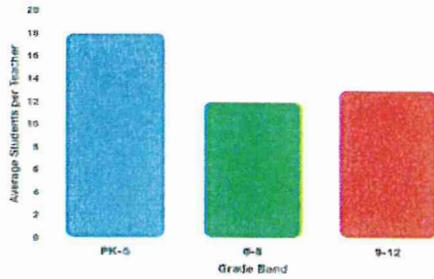
LMS Students
(31% of total)

35

Total STARS
Students

Special Education Caseload Analysis

Average Students per Teacher by Grade Band (Excluding STARS)



Caseload Breakdown		
Grade Band	Staff	Avg Caseload
PK-5	14	18
6-8	7	12
9-12	6	13

18 Highest Caseload (PK-5 Teachers)	12 Lowest Caseload (6-8 Teachers)	27 Total Special Ed Teachers	14.3 Overall Average Caseload
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Key Observations
Elementary teachers (PK-5) carry the highest caseload at 18 students per teacher, reflecting the high early intervention needs. Middle school teachers (6-8) have the most manageable caseload at 12 students, while high school (9-12) maintains a moderate 13 students per teacher. This distribution aligns with developmental needs and service intensity requirements.

Band Participation Projections

Dr. Hakonson,

I wanted to share a few projections for the next couple of years regarding band enrollment.

High School

We're anticipating approximately 250–260 students in band for the first semester, which is an increase of about 35 students over last year, and roughly 85–90 more than the year we added a third position.

Middle School

At the middle school level, we're looking at:

- 8th grade: ~120 students
- 7th grade: ~125 students
- 6th grade: potentially 150+ students

This represents a total increase of about 60–70 students compared to last year. For context, when we added Frankie, the total across grades 6–8 was approximately 275 students.

Elementary

Elementary projections are more difficult to estimate, but with growing class sizes, I expect at least the same level of participation as in previous years — possibly even more.

Comparison to Kearney Public Schools

Kearney has averaged 175–190 students in their high school band over the past decade. They operate two middle schools with:

- 8th grade bands of 35–45 students each
- 7th grade bands of around 50 students each
- 6th grade bands of 55–65 students each, alternating days (effectively cutting daily class size in half)

Their staffing includes four band directors and a full-time para who also assists with lessons, as she is a certified music instructor.

Capital Item	Fiscal Year				
	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Sandoz roof section 1					
Sandoz roof sections 2 & 3					
Sandoz heat pumps	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Sandoz carpet				\$200,000	
HS boilers		\$200,000			
HS roof sections 7,13	\$150,000				
HS roof sections 15,16					\$150,000
HS roof sections 3-5,9-11,14					
HS roof sections 6,12					\$150,000
HS rooftop replacements	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
HS bathroom remodel					
HS east gym floor replacement			\$110,000		
HS sprinkle practice fields				\$100,000	
HS generator upgrade	\$100,000				
HS RTU 1 and 2 replacement			\$200,000		
HS Track Surface		\$180,000			
Morton carpet					
Morton roof 1,3-7			\$210,000		
Bryan carpet					
Bryan Boilers					
Bryan RTU 1	\$100,000				
Bryan RTU 2		\$100,000			
Bryan Cafeteria RTU					\$35,000
Bryan Kitchen RTU					
Bryan Cafeteria Ceiling					\$15,000
MS fire door replacement		\$6,000			
MS (PE) boilers					\$135,000
MS roof sections 1-6, 9-13				\$200,000	
MS roof sections 7,8					
Pershing boilers					
Pershing carpet		\$200,000			
Pershing RTU 1			\$100,000		

Pershing RTU 2				\$100,000	
Pershing Cafeteria RTU					\$35,000
Pershing Kitchen RTU					
Pershing Cafeteria Ceiling					\$15,000
Central office roof	\$100,000				
Armory/Ag shop					
District rubber playground fill	\$5,000		\$5,000		\$5,000
District lawnmower	\$30,000		\$30,000		\$30,000
District "Toolcat"	\$65,000				
District tractor					\$80,000
District classroom furniture	\$25,000		\$25,000		\$25,000
District folding tables	\$15,000				
District folding chairs	\$10,000				
District concrete work	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
District scissor lift	\$12,000			\$20,000	
District new tree planting	\$1,200	\$1,200	\$1,500	\$1,500	\$1,500
District service truck/van	\$45,000			\$48,000	
	\$714,200	\$743,200	\$737,500	\$725,500	\$732,500

2030-2031	2031-2032			
	\$180,000			
\$6,000	\$6,000			
\$200,000				
\$35,000				
\$45,000				
\$160,000				
\$200,000				
	\$135,000			
\$20,000				
	\$160,000			
	\$135,000			

20000				
	\$150,000			
	\$25,000			
\$15,000				
\$1,500	\$1,500			
	\$50,000			
\$702,500	\$842,500	\$0	\$0	\$0



July 29, 2025

Legislative Update

NCSA appreciates those who reached out and notified us that important election law changes were made under LB 521 (2025). This measure became an omnibus Government Committee package bill, which included election law reform and changes to the Open Meetings Act. **The changes in the Open Meetings Act were incorporated into the poster that was distributed at Administrators' Days.** We asked Justin Knight, Perry Law Firm, to examine other portions of LB 521 pertaining to election law.

ANALYSIS: LB 521, Limits on Special Election Options
By Justin Knight
Perry Law Firm

Although the Nebraska Legislature adjourned on June 1st, we continue to find statutory changes they quietly passed last year. One example includes LB 521, which unanimously passed on Final Reading with an emergency clause on May 28th (Day 86). One section of this bill appears to have been tucked in between select and final reading. This section ([Section 33](#)) may have a significant effect on special elections since the law now prohibits special bond election dates in even number years. Under this new law:

1. Special elections for bonds can now **only** be held in January, February, or July of even-numbered years, or in conjunction with primary and general elections; and
2. Special elections for bonds **cannot** be held in March or August of even-numbered years (existing law already prevented special elections from being held in April, May, June, October, November or December)

The statutes are drafted in an odd format, where one sub-paragraph lists the months that schools can hold a special election, while the following sub-paragraph lists the months that schools cannot hold a special election. Nevertheless, schools that are contemplating a bond campaign in 2026 should evaluate their plans and timing in light of these new changes.