

Regular Monthly Meeting (HS)  
Monday, June 9, 2025 7:00 PM

BOARDROOM @ LAUREL LIBRARY  
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/LIBRARY BOARD COMMITTEE MEETING
    - VI.4.2. EDUCATION FOUNDATION
    - VI.4.3. LAUREL ECONOMIC DEVELOPMENT ADVISORY
    - VI.4.4. TEAMMATES PROGRAM
- VII. ACTION ITEMS
  - VII.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO NEGOTIATED AGREEMENT SICK LEAVE BANK COMPENSATION
  - VII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO TECHNOLOGY SUPPORT SERVICES WITH ESU #1
  - VII.3. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SCHOOL MEAL PRICES FOR 2025-2026
  - VII.4. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO ANNUAL POLICY UPDATES
- VIII. DISCUSSION ITEMS
  - VIII.1. BOARD POLICY REVIEW - 2000 SERIES (ADMINISTRATION)
  - VIII.2. STAKEHOLDER ENGAGEMENT
- IX. CORRESPONDENCE AND BOARD BULLETINS
- X. UPCOMING BOARD MEETINGS, COMMITTEE MEETINGS, AND WORKSHOPS
  - X.1. BUDGET AMENDMENT HEARING - MONDAY, JULY 14, 2025 (6:50 PM - LCC MIDDLE SCHOOL BOARD ROOM/COLERIDGE)
  - X.2. ANNUAL SPECIAL HEARINGS - MONDAY, JULY 14, 2025 (7:00 PM - LCC MIDDLE SCHOOL BOARD ROOM/COLERIDGE)
  - X.3. COMMITTEE ON AMERICAN CIVICS MEETING - MONDAY, JULY 14, 2025 (7:15 PM - LCC MIDDLE SCHOOL BOARD ROOM/COLERIDGE)

X.4. REGULAR BOARD OF EDUCATION MEETING - MONDAY, JULY  
14, 2025 (7:20 PM - LCC MIDDLE SCHOOL BOARD  
ROOM/COLERIDGE)

XI. ADJOURN

**Checking Account ID: 1**

**Check Type: Check**

<u>Check Number</u>	<u>Check Date</u>	<u>Cleared</u>	<u>Void</u>	<u>Void Date</u>	<u>Entity ID</u>	<u>Entity Name</u>	<u>Amount</u>
111026	06/09/2025				ELANFINANC	ELAN FINANCIAL SERVICES	18,571.91
111027	06/09/2025				ABBUSINESS	A & B BUSINESS SOLUTIONS	6,611.50
111028	06/09/2025				ACCO	ACCO BRANDS USA LLC	19.80
111029	06/09/2025				ACT	ACT	34.00
111030	06/09/2025				AMAZCAPITA	AMAZON CAPITAL SERVICES	4,360.42
111031	06/09/2025				AMAZCAPITA	AMAZON CAPITAL SERVICES	453.90
111032	06/09/2025				APPEARA	APPEARA	172.46
111033	06/09/2025				APPLE	APPLE INC	345.00
111034	06/09/2025				ATT	AT&T	84.43
111035	06/09/2025				ATTMOBILIT	AT&T MOBILITY	634.16
111036	06/09/2025				BHPHOTO	B&H PHOTO	2,221.25
111037	06/09/2025				BARTLUAN	LUANN BARTELS	1,010.04
111038	06/09/2025				BLACKHILLS	BLACK HILLS ENERGY	6,714.00
111039	06/09/2025				BLICK	BLICK ART MATERIALS	100.83
111040	06/09/2025				BLUECROSS	BLUE CROSS BLUE SHIELD OF NEBRASKA	2,031.50
111041	06/09/2025				CAMAJILL	JILL CAMARGO	101.22
111042	06/09/2025				CEDARKNOX	CEDAR-KNOX PPD	1,491.67
111043	06/09/2025				CHEMSEARCH	CHEMSEARCH	234.08
111044	06/09/2025				CHRIJERE	JEREMY CHRISTIANSEN	391.30
111045	06/09/2025				CITYLAUREL	CITY OF LAUREL	933.32
111046	06/09/2025				CREATDZYNE	JANET MACKLIN	597.00
111047	06/09/2025				CPI	CRISIS PREVENTION INSTITUTE, INC.	200.00
111048	06/09/2025				ESUONE	EDUCATION SERVICE UNIT ONE	36,316.78
111049	06/09/2025				ELLIJOSE	JOSEPH ELLIS	926.40
111050	06/09/2025				FEELANGI	Angela Feelhaver	31.45
111051	06/09/2025				FERNMAND	MANDI FERNAU	200.00
111052	06/09/2025				FOLLETTSCH	FOLLETT SCHOOL SOLUTIONS, INC.	3,785.04
111053	06/09/2025				GENERALPC	GENERAL FUND PETTY CASH	3,202.16
111054	06/09/2025				GOTHIERBOD	GOTHIER BODY SHOP	483.00
111055	06/09/2025				GOULAMY	AMY GOULD	230.67
111056	06/09/2025				GRAFMELI	MELISSA GRAF	150.00
111057	06/09/2025				GRANMEGA	MEGAN GRANQUIST	16.80
111058	06/09/2025				GREIMEGA	MEGAN GREINER	89.60
111059	06/09/2025				H2O	H2O 4 U	46.85
111060	06/09/2025				HALLGAYL	GAYLENE HALLMAN	104.30
111061	06/09/2025				HANSSHAS	SHASTA HANS	58.80
111062	06/09/2025				HOMEDEPROD	HD SUPPLY FORMERLY THE HOME DEPOT PRO	899.52
111063	06/09/2025				HEFNEROIL	HEFNER OIL & FEED CO. INC	4,046.08
111064	06/09/2025				KARDELLS	DAVID KARDELL	91.95
111065	06/09/2025				KINKDENI	DENISE KINKAID	195.45
111066	06/09/2025				KOESJUNE	JUNE KOESTER	985.01
111067	06/09/2025				LAURELACE	LAUREL ACE HARDWARE	340.93
111068	06/09/2025				LAURELACE	LAUREL ACE HARDWARE	24.66
111069	06/09/2025				LAURELHOME	LAUREL'S HOMETOWN MARKET	941.34
111070	06/09/2025				LOVESIGNS	LOVE SIGNS, INC.	4,491.02
111071	06/09/2025				LUNDJENN	JENNIFER LUNDAHL	1,293.60
111072	06/09/2025				LUNDSHER	SHERIE LUNDAHL	207.20
111073	06/09/2025				MACKIN	MACKIN EDUCATIONAL RESOURCES	190.14
111074	06/09/2025				MATHESON	MATHESON TRI-GAS INC	348.99
111075	06/09/2025				MCCOANNIE	ANNIE MCCORKINDALE	725.00
111076	06/09/2025				MENARDSC	MENARD'S - SIOUX CITY	348.56
111077	06/09/2025				MIDWES	MIDWEST SHOP/TECHNOLOGY	34.50
111078	06/09/2025				MILLERJODI	JODI MILLER	105.00
111079	06/09/2025				MOGEERIC	ERICA MOGENSEN	100.80
111080	06/09/2025				NAVIGATE36	NAVIGATE360, LLC	749.00
111081	06/09/2025				NEBRSAFETY	NEBRASKA SAFETY CENTER	540.00
111082	06/09/2025				NORDLAUR	LAURA NORDBY	58.80
111083	06/09/2025				NORFSH	NORFOLK AREA SHOPPER	932.10

**Checking Account ID: 1**

**Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
111084	06/09/2025				NENEBRINS	NORTHEAST NEBRASKA INSURANCE	822.00
111085	06/09/2025				NNNEWS	NORTHEAST NEBRASKA NEWS COMPANY	499.38
111086	06/09/2025				NNTC	NORTHEAST NEBRASKA TELEPHONE CO.	295.33
111087	06/09/2025				ONESOURCE	ONE SOURCE	5.00
111088	06/09/2025				ORKIN	ORKIN	242.15
111089	06/09/2025				PERRY	PERRY, GUTHERY, HAASE & GESSFORD PC LLO	658.80
111090	06/09/2025				PETEPAXT	PAXTON PETERS	189.47
111091	06/09/2025				POSTMASTER	POSTMASTER	154.00
111092	06/09/2025				PROVIDENCE	PROVIDENCE MEDICAL CENTER	2,250.00
111093	06/09/2025				PYRAMIDSCH	PYRAMID SCHOOL PRODUCTS	216.05
111094	06/09/2025				RAPIDS	RAPIDS	83.92
111095	06/09/2025				SCHOOLHEAL	SCHOOL HEALTH CORPORATION	254.44
111096	06/09/2025				SCHOOLSPEC	SCHOOL SPECIALTY LLC	707.75
111097	06/09/2025				SCOVLISA	LISA SCOVILLE	84.00
111098	06/09/2025				SCJOURNAL	SIOUX CITY JOURNAL COMMUNICATIONS	99.00
111099	06/09/2025				SMOKINTS	SMOKIN' T'S CATERING	332.82
111100	06/09/2025				STAPLE	STAPLES BUSINESS ADVANTAGE	3,008.45
111101	06/09/2025				TMS	TIME MANAGMENT SYSTEMS	410.00
111102	06/09/2025				USCELL	U.S. CELLULAR	76.50
111103	06/09/2025				URWILOIS	LOIS URWILER	1,195.38
111104	06/09/2025				SETTBRAN	BRANDI URWILER-SETTJE	50.40
111105	06/09/2025				VILLAGECOL	VILLAGE OF COLERIDGE	93.50
111106	06/09/2025				WASTECONN	WASTE CONNECTIONS OF NEBRASKA, INC.	275.21
111107	06/09/2025				WAYNEHERAL	WAYNE HERALD	440.00
111108	06/09/2025				WOLFLISA	LISA WOLFGRAM	184.06
Check Type Total:			Check		Void Total:	0.00	Total without Voids: 123,232.90
Checking Account Total:		1			Void Total:	0.00	Total without Voids: 123,232.90

**Checking Account ID: 10**

**Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
3450	06/09/2025				LAURELHOME	LAUREL'S HOMETOWN MARKET	14.31
3451	06/09/2025				SYSCO	SYSCO - LINCOLN	111.06
Check Type Total:			Check		Void Total:	0.00	Total without Voids: 125.37
Checking Account Total:		10			Void Total:	0.00	Total without Voids: 125.37

**Checking Account ID: 3**

**Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
3061	06/09/2025				AMERICLAIM	AMERIFLEX	5,362.23
3062	06/09/2025				NEBRUCFUND	NEBRASKA U.C. FUNDS	10.62
Check Type Total:			Check		Void Total:	0.00	Total without Voids: 5,372.85
Checking Account Total:		3			Void Total:	0.00	Total without Voids: 5,372.85

**Checking Account ID: 7**

**Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
13	06/09/2025				BOKFINANCI	BOK FINANCIAL, NA	283,401.25
Check Type Total:			Check		Void Total:	0.00	Total without Voids: 283,401.25
Checking Account Total:		7			Void Total:	0.00	Total without Voids: 283,401.25

**Checking Account ID: 8**

**Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
8309	06/09/2025				MOBILEMINI	WILLIAMS SCOTSMAN, INC.	525.14
Check Type Total:			Check		Void Total:	0.00	Total without Voids: 525.14
Checking Account Total:		8			Void Total:	0.00	Total without Voids: 525.14

Grand Total: Void Total: 0.00 Total without Voids: 412,657.51

**Invoice Listing - Summary**  
 JUNE 2025 CREDIT CARD PAYMENT

<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Check Date</u>	<u>Check Number</u>	<u>Invoice Amount</u>
ADOBE CREATIVE CLOUD/ACROPRO	05/07/2025	06/09/2025	111026	276.76
ALLIANZ TRAVEL INSURANCE	05/21/2025	06/09/2025	111026	93.15
AMAZON.COM	06/02/2025	06/09/2025	111026	357.70
APPLE.COM	05/21/2025	06/09/2025	111026	32.49
BEST WESTERN	05/30/2025	06/09/2025	111026	1,380.42
BOAT HOUSE, THE	05/19/2025	06/09/2025	111026	1,091.96
CASEY'S	05/02/2025	06/09/2025	111026	60.72
CLANCYS PIZZA	05/30/2025	06/09/2025	111026	64.46
CUBBY'S INC.	05/14/2025	06/09/2025	111026	140.49
CUBICLE KEYS	05/29/2025	06/09/2025	111026	12.00
CUNNINGHAM'S JOURNAL ON THE LAKE	05/01/2025	06/09/2025	111026	41.28
CVENT.COM	05/20/2025	06/09/2025	111026	2,910.00
DELTA AIRLINES	05/21/2025	06/09/2025	111026	1,380.03
DIANE'S GREENHOUSE	05/19/2025	06/09/2025	111026	50.00
DISPLAYS2GO	05/07/2025	06/09/2025	111026	81.25
DOLLAR GENERAL	05/08/2025	06/09/2025	111026	68.65
HELLS KITCHEN	05/29/2025	06/09/2025	111026	136.79
HOLIDAY STATIONS	05/30/2025	06/09/2025	111026	51.20
KELBER CATERING	05/28/2025	06/09/2025	111026	76.57
KWIK STOP	05/23/2025	06/09/2025	111026	159.28
LAUREL ACE HARDWARE	05/08/2025	06/09/2025	111026	16.33
LAUREL CHAMBER COMMUNITY CLUB	06/02/2025	06/09/2025	111026	275.00
LEADERSHIP CENTER, THE	05/27/2025	06/09/2025	111026	1,473.68
LOVES TRAVEL	05/26/2025	06/09/2025	111026	97.32
MAIN STREET APOTHECARY	05/12/2025	06/09/2025	111026	174.71
MARTO BREWING COMPANY	05/09/2025	06/09/2025	111026	50.00
MATH SPOT, THE	05/04/2025	06/09/2025	111026	194.00
MISSA SUE'S SALON & SPA	05/09/2025	06/09/2025	111026	300.15
NAVIGATOR MOTORCOACHES, INC.	05/14/2025	06/09/2025	111026	1,459.00
NEBR COUNCIL OF SCHOOL ADMIN	05/05/2025	06/09/2025	111026	685.00
NORMANDY KITCHEN	05/27/2025	06/09/2025	111026	96.94
OOH DE LALLY	05/20/2025	06/09/2025	111026	100.00
OPENAI.COM	05/27/2025	06/09/2025	111026	20.00
QDOBA MEXICAN GRILL	05/02/2025	06/09/2025	111026	36.78
RATH'S MINI MART	05/30/2025	06/09/2025	111026	1,536.20
SOUTHWEST AIRLINES	05/20/2025	06/09/2025	111026	2,563.11
STARBUCKS	05/01/2025	06/09/2025	111026	51.74
USA CLEAN BY JON DON	05/28/2025	06/09/2025	111026	82.43
USPS 68727	05/29/2025	06/09/2025	111026	465.46
WALMART.COM	05/18/2025	06/09/2025	111026	182.11
WAYNE SHORT STOP	05/27/2025	06/09/2025	111026	51.05
ZELO	05/28/2025	06/09/2025	111026	197.70
TOTAL GENERAL FUND:				18,571.91

ACTIVITY FUND: \$4,189.85

Regular; Beginning Month 09/2024; Processing Month 05/2025; Fund Number 05

**Fund: 05      ACTIVITIES FUND**

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
<b>Current Assets</b>					
05 101	CASH	93,239.28	316,798.11	351,881.91	58,155.48
	Total: Current Assets	93,239.28	316,798.11	351,881.91	58,155.48
<b>Fund Balance</b>					
05 704	FUND BALANCE	162,194.22	2.71	50,507.37	212,698.88
05 704 1008	ACTIVITY DIRECTOR ACCT.	(4,426.59)	1,592.77	0.00	(6,019.36)
05 704 1009	TRACK	1,252.15	0.00	90.36	1,342.51
05 704 1010	HIGH SCHOOL YEARBOOK	921.77	1,445.75	812.00	288.02
05 704 1015	MIDDLE SCHOOL YEARBOOK	(23.83)	0.00	0.00	(23.83)
05 704 1020	ART CLUB	5,681.18	382.00	304.00	5,603.18
05 704 1025	HIGH SCHOOL BAND	11,109.55	17,454.27	2,048.93	(4,295.79)
05 704 1030	MIDDLE SCHOOL BAND	2,945.81	2,945.81	0.00	0.00
05 704 1034	CHEERLEADING	2,715.48	2,895.72	2,246.91	2,066.67
05 704 1035	HIGH SCHOOL DANCE	1,245.75	3,047.24	2,180.00	378.51
05 704 1040	CLASS OF 2028	7.48	0.00	400.00	407.48
05 704 1045	CLASS OF 2026	1,239.25	3,691.79	2,187.51	(265.03)
05 704 1050	CLASS OF 2027	198.08	198.09	0.00	(0.01)
05 704 1055	CLASS OF 2024	214.02	214.02	0.00	0.00
05 704 1060	CLASS OF 2025	371.53	1,504.65	2,571.81	1,438.69
05 704 1065	CLASS OF 2020	257.94	0.00	0.00	257.94
05 704 1070	BOYS GOLF	991.36	0.00	93.00	1,084.36
05 704 1075	HIGH ABILITY LEARNERS	15,500.23	4,562.57	3,009.04	13,946.70
05 704 1080	CONCESSIONS	22,402.25	15,899.76	21,860.34	28,362.83
05 704 1085	MIDDLE SCHOOL STUDENT COUNCIL	846.54	5,125.76	8,137.93	3,858.71
05 704 1090	ELEMENTARY ACTIVITY FUND	801.25	78.00	15.00	738.25
05 704 1092	ELEMENTARY PBIS	(270.78)	253.19	0.00	(523.97)
05 704 1095	ELEMENTARY POP	3,188.15	0.00	0.00	3,188.15
05 704 1100	ELEMENTARY STUDENT COUNCIL	4,417.79	3,231.32	2,057.94	3,244.41
05 704 1101	PRESCHOOL ACTIVITIES	525.00	0.00	0.00	525.00
05 704 1102	DIGITAL MEDIA	1,753.70	0.00	311.00	2,064.70
05 704 1105	FBLA	663.92	6,880.31	7,365.00	1,148.61
05 704 1110	FCCLA	(3,477.95)	3,038.17	977.00	(5,539.12)
05 704 1115	FFA	18,011.58	27,087.55	25,028.34	15,952.37
05 704 1120	FACILITY USE	241.54	0.00	0.00	241.54
05 704 1124	COLERIDGE FITNESS CENTER	(8,688.28)	1,677.07	2,150.90	(8,214.45)
05 704 1125	LAUREL FITNESS CENTER	(24,874.70)	2,752.64	8,465.00	(19,162.34)
05 704 1130	MIDDLE SCHOOL FFA	713.63	0.00	0.00	713.63
05 704 1140	GENERAL ACTIVITIES	(189,893.91)	115,978.41	61,387.51	(244,484.81)
05 704 1145	INDUSTRIAL ARTS	(19,080.99)	318.08	179.00	(19,220.07)
05 704 1151	HOMECOMING	(4,022.43)	1,979.17	0.00	(6,001.60)
05 704 1152	PROM	(8,905.32)	1,500.00	750.00	(9,655.32)
05 704 1155	LEO	557.44	0.00	0.00	557.44
05 704 1156	MIDDLE SCHOOL PBIS	(1,196.64)	122.35	100.00	(1,218.99)
05 704 1160	LIBRARY	6,468.32	7,621.01	7,650.14	6,497.45
05 704 1161	MAKERSPACE	0.00	686.60	3,947.00	3,260.40
05 704 1163	MATH CLUB	1,321.32	340.48	75.21	1,056.05
05 704 1165	MISCELLANEOUS ACCOUNT	12,688.92	1,972.88	1,950.00	12,666.04
05 704 1170	NATIONAL HONOR SOCIETY	1,997.73	1,361.46	748.00	1,384.27
05 704 1175	FOOTBALL	1,334.27	776.85	1,069.90	1,627.32
05 704 1180	CROSS COUNTRY	2,494.88	534.37	290.00	2,250.51
05 704 1185	GIRLS GOLF	1,288.68	127.24	0.00	1,161.44
05 704 1190	QUIZ BOWL	(201.63)	260.19	168.00	(293.82)
05 704 1195	HIGH SCHOOL SCIENCE CLUB	12,809.26	252.06	0.00	12,557.20
05 704 1200	SPANISH CLUB	662.80	1,030.00	481.00	113.80

Regular; Beginning Month 09/2024; Processing Month 05/2025; Fund Number 05

<b>Fund: 05</b>	<b>ACTIVITIES FUND</b>	<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
05 704 1205	ONE ACTS	3,697.83	2,573.49	2,639.00	3,763.34
05 704 1210	SPEECH	759.92	63.05	400.00	1,096.87
05 704 1215	HIGH SCHOOL STUDENT COUNCIL	811.36	988.00	1,278.00	1,101.36
05 704 1220	FCA	960.81	471.00	0.00	489.81
05 704 1225	SKILLS USA	(30,025.45)	7,652.19	3,483.75	(34,193.89)
05 704 1230	VOCAL MUSIC	557.01	2,748.46	2,231.22	39.77
05 704 1235	VOLLEYBALL	1,226.05	4,019.42	4,850.00	2,056.63
05 704 1240	GIRLS BASKETBALL	271.82	73.77	1,701.50	1,899.55
05 704 1245	BOYS BASKETBALL	2,588.43	1,947.52	2,749.50	3,390.41
05 704 1250	WRESTLING	727.01	0.00	0.00	727.01
05 704 1255	E-SPORTS	(7,314.79)	650.26	800.00	(7,165.05)
05 704 1260	SCHOOL PICTURES	3,213.75	0.00	0.00	3,213.75
05 704 1305	AGRICULTURAL FOUNDATION SCHOLARSHIP	9,614.36	2,000.00	0.00	7,614.36
05 704 1310	COLLEGE ACCESS GRANT	880.11	1,131.83	0.00	(251.72)
05 704 1320	STUDENT BOARD MEMBER SCHOLARSHIP	(1,000.00)	0.00	0.00	(1,000.00)
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	0.00	0.00	50,733.54
05 704 1550	CLOVER	(3,957.20)	3,917.61	0.00	(7,874.81)
05 704 1600	VIDEO BOARD	2,500.00	0.00	0.00	2,500.00
05 704 1705	GREENHOUSE	15,773.00	82,823.00	67,050.00	0.00
05 704 1710	BELL PLAZA	0.00	0.00	8,000.00	8,000.00
<b>Total: Fund Balance</b>		<b>93,239.28</b>	<b>351,881.91</b>	<b>316,798.11</b>	<b>58,155.48</b>
<b>Revenue</b>					
05 1510 0000	INTEREST ON INVESTMENTS	0.00	0.00	445.47	445.47
05 1790 1009	TRACK	0.00	0.00	90.36	90.36
05 1790 1010	HIGH SCHOOL YEARBOOK	0.00	0.00	812.00	812.00
05 1790 1020	ART CLUB	0.00	0.00	304.00	304.00
05 1790 1025	HIGH SCHOOL BAND	0.00	0.00	2,048.93	2,048.93
05 1790 1034	CHEERLEADING	0.00	0.00	1,921.91	1,921.91
05 1790 1035	HIGH SCHOOL DANCE	0.00	0.00	1,910.00	1,910.00
05 1790 1040	CLASS OF 2028	0.00	0.00	400.00	400.00
05 1790 1045	CLASS OF 2026	0.00	0.00	2,187.51	2,187.51
05 1790 1060	CLASS OF 2025	0.00	0.00	2,571.81	2,571.81
05 1790 1070	BOYS GOLF	0.00	0.00	93.00	93.00
05 1790 1075	HIGH ABILITY LEARNERS	0.00	0.00	1,590.00	1,590.00
05 1790 1080	CONCESSIONS	0.00	0.00	21,236.35	21,236.35
05 1790 1085	MIDDLE SCHOOL STUDENT COUNCIL	0.00	0.00	8,067.70	8,067.70
05 1790 1090	ELEMENTARY ACTIVITY FUND	0.00	0.00	15.00	15.00
05 1790 1100	ELEMENTARY STUDENT COUNCIL	0.00	0.00	2,057.94	2,057.94
05 1790 1102	DIGITAL MEDIA	0.00	0.00	311.00	311.00
05 1790 1105	FBLA	0.00	0.00	7,365.00	7,365.00
05 1790 1110	FCCLA	0.00	0.00	977.00	977.00
05 1790 1115	FFA	0.00	0.00	25,028.34	25,028.34
05 1790 1124	COLERIDGE FITNESS CENTER	0.00	0.00	2,150.90	2,150.90
05 1790 1125	LAUREL FITNESS CENTER	0.00	0.00	8,465.00	8,465.00
05 1790 1140	GENERAL ACTIVITIES	0.00	75.00	59,043.56	58,968.56
05 1790 1145	INDUSTRIAL ARTS	0.00	0.00	179.00	179.00
05 1790 1156	MIDDLE SCHOOL PBIS	0.00	0.00	100.00	100.00
05 1790 1160	LIBRARY	0.00	0.00	7,553.01	7,553.01
05 1790 1161	MAKERSPACE	0.00	0.00	3,947.00	3,947.00
05 1790 1163	MATH CLUB	0.00	0.00	75.21	75.21
05 1790 1165	MISCELLANEOUS ACCOUNT	0.00	0.00	1,950.00	1,950.00
05 1790 1170	NATIONAL HONOR SOCIETY	0.00	0.00	748.00	748.00

Regular; Beginning Month 09/2024; Processing Month 05/2025; Fund Number 05

**Fund: 05      ACTIVITIES FUND**

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
05 1790 1175	FOOTBALL	0.00	0.00	1,069.90	1,069.90
05 1790 1180	CROSS COUNTRY	0.00	0.00	290.00	290.00
05 1790 1190	QUIZ BOWL	0.00	0.00	168.00	168.00
05 1790 1200	SPANISH CLUB	0.00	0.00	481.00	481.00
05 1790 1205	ONE ACTS	0.00	0.00	2,639.00	2,639.00
05 1790 1210	SPEECH	0.00	0.00	400.00	400.00
05 1790 1215	HIGH SCHOOL STUDENT COUNCIL	0.00	0.00	1,278.00	1,278.00
05 1790 1225	SKILLS USA	0.00	0.00	3,483.75	3,483.75
05 1790 1230	VOCAL MUSIC	0.00	0.00	1,486.22	1,486.22
05 1790 1235	VOLLEYBALL	0.00	0.00	4,850.00	4,850.00
05 1790 1240	GIRLS BASKETBALL	0.00	0.00	1,701.50	1,701.50
05 1790 1245	BOYS BASKETBALL	0.00	0.00	2,749.50	2,749.50
05 1790 1255	E-SPORTS	0.00	0.00	800.00	800.00
05 1790 1705	GREENHOUSE	0.00	0.00	67,050.00	67,050.00
05 1790 1710	BELL PLAZA	0.00	0.00	8,000.00	8,000.00
05 1990 0000	OTHER MISCELLANEOUS LOCAL RECEIPTS	0.00	2.71	61.90	59.19
05 5200 0000	TRANSFERS FROM OTHER FUNDS	0.00	0.00	50,000.00	50,000.00
Total: Revenue		0.00	77.71	310,153.77	310,076.06

**Expenditure**

05 2900 610 0 000 008	ACTIVITY DIRECTOR ACCOUNT	0.00	1,592.77	0.00	1,592.77
05 2900 610 0 000 020	ART CLUB	0.00	382.00	0.00	382.00
05 2900 610 0 000 075	HIGH ABILITY LEARNERS	0.00	4,562.57	1,419.04	3,143.53
05 2900 610 0 000 124	COLERIDGE FITNESS CENTER	0.00	1,677.07	0.00	1,677.07
05 2900 610 0 000 125	LAUREL FITNESS CENTER	0.00	2,752.64	0.00	2,752.64
05 2900 610 0 000 160	LIBRARY	0.00	7,621.01	97.13	7,523.88
05 2900 610 0 000 165	MISCELLANEOUS ACCOUNT	0.00	1,972.88	0.00	1,972.88
05 2900 610 0 000 175	FOOTBALL	0.00	776.85	0.00	776.85
05 2900 610 0 000 180	CROSS COUNTRY	0.00	534.37	0.00	534.37
05 2900 610 0 000 185	GIRLS GOLF	0.00	127.24	0.00	127.24
05 2900 610 0 000 230	VOCAL MUSIC	0.00	2,748.46	745.00	2,003.46
05 2900 610 0 000 235	VOLLEYBALL	0.00	4,019.42	0.00	4,019.42
05 2900 610 0 000 240	GIRLS BASKETBALL	0.00	73.77	0.00	73.77
05 2900 610 0 000 245	BOYS BASKETBALL	0.00	1,947.52	0.00	1,947.52
05 2900 610 0 000 550	CLOVER	0.00	3,917.61	0.00	3,917.61
05 2900 610 0 000 705	GREENHOUSE	0.00	82,823.00	0.00	82,823.00
05 2900 610 1 000 010	HIGH SCHOOL YEARBOOK	0.00	1,445.75	0.00	1,445.75
05 2900 610 1 000 025	HIGH SCHOOL BAND	0.00	17,454.27	0.00	17,454.27
05 2900 610 1 000 034	CHEERLEADING	0.00	2,895.72	325.00	2,570.72
05 2900 610 1 000 035	HIGH SCHOOL DANCE	0.00	3,047.24	270.00	2,777.24
05 2900 610 1 000 045	CLASS OF 2026	0.00	3,691.79	0.00	3,691.79
05 2900 610 1 000 050	CLASS OF 2027	0.00	198.09	0.00	198.09
05 2900 610 1 000 055	CLASS OF 2024	0.00	214.02	0.00	214.02
05 2900 610 1 000 060	CLASS OF 2025	0.00	1,504.65	0.00	1,504.65
05 2900 610 1 000 080	CONCESSIONS	0.00	15,899.76	623.99	15,275.77
05 2900 610 1 000 105	FBLA	0.00	6,880.31	0.00	6,880.31
05 2900 610 1 000 110	FCCLA	0.00	3,038.17	0.00	3,038.17
05 2900 610 1 000 115	FFA	0.00	27,087.55	0.00	27,087.55
05 2900 610 1 000 140	GENERAL ACTIVITIES	0.00	115,903.41	2,343.95	113,559.46
05 2900 610 1 000 145	INDUSTRIAL ARTS	0.00	318.08	0.00	318.08
05 2900 610 1 000 151	HOMECOMING	0.00	1,979.17	0.00	1,979.17
05 2900 610 1 000 152	PROM	0.00	1,500.00	750.00	750.00
05 2900 610 1 000 163	MATH CLUB	0.00	340.48	0.00	340.48
05 2900 610 1 000 170	NATIONAL HONOR SOCIETY	0.00	1,361.46	0.00	1,361.46

Regular; Beginning Month 09/2024; Processing Month 05/2025; Fund Number 05

**Fund: 05      ACTIVITIES FUND**

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
05 2900 610 1 000 190	QUIZ BOWL	0.00	260.19	0.00	260.19
05 2900 610 1 000 195	HIGH SCHOOL SCIENCE CLUB	0.00	252.06	0.00	252.06
05 2900 610 1 000 200	SPANISH CLUB	0.00	1,030.00	0.00	1,030.00
05 2900 610 1 000 205	ONE ACTS	0.00	2,573.49	0.00	2,573.49
05 2900 610 1 000 210	SPEECH	0.00	63.05	0.00	63.05
05 2900 610 1 000 215	HIGH SCHOOL STUDENT COUNCIL	0.00	988.00	0.00	988.00
05 2900 610 1 000 220	FCA	0.00	471.00	0.00	471.00
05 2900 610 1 000 225	SKILLS USA	0.00	7,652.19	0.00	7,652.19
05 2900 610 1 000 255	E-SPORTS	0.00	650.26	0.00	650.26
05 2900 610 1 000 305	AGRICULTURAL FOUNDATION SCHOLARSHIP	0.00	2,000.00	0.00	2,000.00
05 2900 610 1 000 310	COLLEGE ACCESS GRANT	0.00	1,131.83	0.00	1,131.83
05 2900 610 2 000 090	ELEMENTARY ACTIVITY FUND	0.00	78.00	0.00	78.00
05 2900 610 2 000 092	ELEMENTARY PBIS	0.00	253.19	0.00	253.19
05 2900 610 2 000 100	ELEMENTARY STUDENT COUNCIL	0.00	3,231.32	0.00	3,231.32
05 2900 610 3 000 030	MIDDLE SCHOOL BAND	0.00	2,945.81	0.00	2,945.81
05 2900 610 3 000 085	MIDDLE SCHOOL STUDENT COUNCIL	0.00	5,125.76	70.23	5,055.53
05 2900 610 3 000 156	MIDDLE SCHOOL PBIS	0.00	122.35	0.00	122.35
05 2900 610 3 000 161	MAKERSPACE	0.00	686.60	0.00	686.60
	Total: Expenditure	0.00	351,804.20	6,644.34	345,159.86
	Total: 05	186,478.56	1,020,561.93	985,478.13	771,546.88

Checking Account ID: 5

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
11014	05/08/2025	X			BATTLECREE	BATTLE CREEK HIGH SCHOOL	50.00
11015	05/08/2025	X			LAVM	LAUREL AREA VETERAN MEMORIAL	232.00
11016	05/08/2025	X			MOGEERIC	ERICA MOGENSEN	661.38
11017	05/08/2025	X	X	05/22/2025	NSAA	NEBRASKA SCHOOL ACTIVITIES ASSOCIATION	1,258.00
11018	05/08/2025	X			PONPUB	PONCA PUBLIC SCHOOLS	150.00
11019	05/08/2025				RANDOLPHSC	RANDOLPH PUBLIC SCHOOLS	60.00
11020	05/08/2025				SUMGOLFCOU	SUMMERLAND GOLF COURSE	90.00
11021	05/08/2025				WAYNECOUNT	WAYNE COUNTRY CLUB	180.00
11022	05/08/2025	X			WAYNESCH	WAYNE PUBLIC SCHOOL	110.00
11023	05/16/2025	X			AMAZCAPITA	AMAZON CAPITAL SERVICES	835.70
11024	05/16/2025	X			CHESTERMAN	CHESTERMAN COMPANY	211.85
11025	05/16/2025	X			CITYLAUREL	CITY OF LAUREL	150.00
11026	05/16/2025	X			ELANFINANC	ELAN FINANCIAL SERVICES	3,401.97
11027	05/16/2025	X			FCCLA	FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA	1,225.00
11028	05/16/2025				FIVESTAR	FIVE-STAR AWARDS	96.00
11029	05/16/2025	X			HEALY	HEALY AWARDS, INC.	312.11
11030	05/16/2025	X			HOLIDAYINN	HOLIDAY INN KEARNEY	1,124.55
11031	05/16/2025	X			INSTR	THE INSTRUMENTALIST AWARDS LLC	168.00
11032	05/16/2025	X			KOESJUNE	JUNE KOESTER	153.08
11033	05/16/2025	X			LAURELACE	LAUREL ACE HARDWARE	27.97
11034	05/16/2025	X			LAURELHOME	LAUREL'S HOMETOWN MARKET	324.15
11035	05/16/2025	X			NATFFA	NATIONAL FFA ORGANIZATION	139.00
11036	05/16/2025				NEFCCLAASS	NEBRASKA FCCLA ASSOCIATION	85.00
11037	05/16/2025	X			PONPUB	PONCA PUBLIC SCHOOLS	100.00
11038	05/16/2025				SKILLSUSAN	SKILLSUSA NEBASKA	2,720.00
11039	05/16/2025	X			SMOKINTS	SMOKIN' T'S CATERING	909.00
11040	05/16/2025	X			STUPPY	STUPPY, INC.	3,685.98
11041	05/16/2025	X			URWILOIS	LOIS URWILER	229.05
11042	05/16/2025				WAYGRE	THE WAYNE GREENHOUSE	64.74
11043	05/16/2025	X			WINNER	WINNER'S CIRCLE	974.40
11044	05/22/2025				DIST111MUS	DISTRICT 111	1,258.00
11045	05/22/2025	X			JOHNSONFIT	JOHNSON FITNESS & WELLNESS	366.50
11046	05/22/2025	X			LCCPTO	LCC PTO	69.00
11051	05/30/2025	X			CLOVER	CLOVER	232.95
11052	05/30/2025	X			REVTRAK	REVTRAK	9.94
Check Type Total:		Check			Void Total:	1,258.00	Total without Voids: 20,407.32
Checking Account Total:		5			Void Total:	1,258.00	Total without Voids: 20,407.32
Grand Total:					Void Total:	1,258.00	Total without Voids: 20,407.32

**LAUREL-CONCORD-COLERIDGE SCHOOL DISTRICT #54**  
**BOARD OF EDUCATION**  
**Regular Monthly Meeting**  
**Monday, May 12, 2025, 7:00 p.m.**  
**Boardroom @ LCC School, Coleridge, NE 68727**

**Attendance taken at 7:00 p.m.**

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

**I. CALL MEETING TO ORDER**

The regular meeting was convened at 7:00 p.m. on May 12, 2025 in the Board Room at Laurel-Concord-Coleridge School, Coleridge, Nebraska. The meeting notice was published in the May 7, 2025 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 was present: Superintendent Jeremy Christiansen, High School Principal Diane Hanel, Middle School Principal Mark Leonard, Elementary Principal Keri Hart, and Director of Activities and Transportation Quin Conner. Members of the public were present and welcomed. The meeting was duly called to order by President Hall at 7:00 p.m. Everyone joined in the pledge of allegiance to the flag. Attention was directed to a current copy of the Nebraska Open Meeting Act posted in the room.

**II. APPROVAL OF AGENDA AND CHANGES TO AGENDA**

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

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

**III. CONSENT AGENDA**

Motion to approve the consent agenda items including minutes of the April 14, 2025 regular meeting; Treasurer reports; the General Fund bills in the amount of \$74,778.33; the Employee Benefit Fund bills in the amount of \$8,275.52; the Cooperative Fund bill in the amount of \$73.56; the Special Building Fund Original Account bill in the amount of \$525.14; the April 2025 Activity Fund bills in the amount of \$38,321.79; and the projected payroll in the amount of \$608,740.40 passed with a motion by Scott Taylor and a second by Grant Settje.

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

#### **IV. EXCUSE ABSENT BOARD MEMBERS**

All board members were present. No action was taken.

#### **V. PUBLIC COMMENT**

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

#### **VI. INFORMATION AND PROPOSALS**

##### **VI.1. DIRECTOR OF ACTIVITIES & TRANSPORTATION REPORT**

Quin Conner shared his report with the Board. State Track will be held at Burke in Omaha on May 23-24 for qualifying athletes. Summer weights and open gym will begin June 2<sup>nd</sup>. Numerous team camps will be taking place during June and July. LCC hosted District Music Contest on April 25<sup>th</sup>. Quiz Bowl competed at the state contest in Hastings on April 30<sup>th</sup>. We have received our new bus and new work pickup.

##### **VI.2. PRINCIPALS' REPORTS**

High School Principal Diane Hanel shared her report with the Board. The Science Fair was held April 15<sup>th</sup>. Students in the sophomore class presented their research and inventions. The GNAC Art Show was held April 24-28. The LCC Jazz Band received a Superior rating at District Music Contest. Seventeen senior TeamMates mentees were honored with a meal and special presentation by DeMoine Adams during Honors Night. Scholarships were given to 30 of the 31 graduating seniors.

Elementary Principal Keri Hart shared her report with the Board. Elementary students met their testing goal of 80% of students meeting the standards benchmark, so the students celebrated with fun activities to end the year. The math testing data also looked good. A change will be made next school year for standards-based grading for ELA.

Middle School Principal Mark Leonard shared his report with the Board. Mr. Leonard reviewed various testing and assessment scores. Spring Sprints for the Level III program was held in Wayne on May 2<sup>nd</sup>. The eighth grade students attended the Missouri River Watershed Festival on May 1<sup>st</sup>. The middle school field trip to Arnold's Park was held on May 13<sup>th</sup>.

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

##### **VI.3. SUPERINTENDENT'S REPORT**

Superintendent Christiansen shared his report with the Board. He presented personnel updates. He is working on a support services contract with ESU 1 to discuss technology support. LCC School conferred 31 high school diplomas to senior graduates on May 10<sup>th</sup>. Mr. Christiansen approved the placement of a high school foreign exchange student for the 2025-2026 school year.

**VI.4. BOARD COMMITTEE REPORTS**

There were no Board committee meetings held.

**VII. ACTION ITEMS**

**VII.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO TEACHER CONTRACTS.**

Motion to approve the teaching contract with Blake Brown for the 2025-2026 school year passed with a motion by Bryan Pippitt and a second by Carol Erwin.

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

Yea: 7, Nay: 0.

Motion to approve the teaching contract with Claire Krepel for the 2025-2026 school year passed with a motion by Grant Settje and a second by Jon Graham.

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

Yea: 7, Nay: 0.

**VII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO POLICY 5205 (GRADUATION) ON SECOND READING.**

Motion to approve Policy 5205 (Graduation) on second reading passed with a motion by Scott Taylor and a second by Bryan Pippitt.

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

Yea: 7, Nay: 0.

**VIII. DISCUSSION ITEMS**

**VIII.1. STAKEHOLDER ENGAGEMENT**

**VIII.2. BOARD POLICY REVIEW – 2000 SERIES (ADMINISTRATION)**

**IX. CORRESPONDENCE AND BOARD BULLETINS**

Updates from NRCSA were available for the Board’s review.

**X. UPCOMING BOARD MEETINGS, COMMITTEE MEETINGS, AND WORKSHOPS**

**X.1. REGULAR BOARD OF EDUCATION MEETING – MONDAY, JUNE 9, 2025 (7:00 P.M. – LCC BOARD ROOM, LAUREL)**

**XI. ADJOURN**

Meeting adjourned at 7:46 p.m.

**Cedar County School District #54**

**Submitted by:**

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Megan Greiner  
Recording Secretary

**Attested by:**

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Grant Settje  
Secretary of the Board

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

**Local Tax Receipts from County Treasurers**

MONTH	2019-20	%	MONTH	2020-21	%	MONTH	2021-22	%	MONTH	2022-23	%	MONTH	2023-24	%	MONTH	2024-25	%
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%
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%
November	\$67,225.53	24.30%	November	\$107,292.10	26.60%	November	\$50,377.32	25.21%	November	\$37,093.86	23.01%	November	\$83,790.06	25.25%	November	\$42,195.30	24.21%
December	\$11,570.84	24.50%	December	\$11,181.75	26.78%	December	\$9,567.77	25.36%	December	\$14,660.24	23.23%	December	\$18,909.75	25.54%	December	\$5,887.76	24.30%
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%
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%
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%
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%
May	\$1,558,392.28	79.25%	May	\$1,843,789.04	86.29%	May	\$1,733,363.02	86.25%	May	\$1,831,312.48	83.18%	May	\$1,939,467.72	84.46%	May	\$1,509,515.99	65.58%
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	\$258,257.40	65.58%
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	\$40,730.96	65.58%
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	\$43,846.84	65.58%
Adjustment		85.69%	Adjustment		90.29%	Adjustment		91.84%	Adjustment		89.49%	Adjustment		89.64%	Adjustment		65.58%
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	\$4,628,958.52	
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	
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	(\$2,429,646.48)	

**General Fund Expenditures**

MONTH	2019-20	%	MONTH	2020-21	%	MONTH	2021-22	%	MONTH	2022-23	%	MONTH	2023-24	%	MONTH	2024-25	%
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	\$1,001,160.50	9.41%
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%
November	\$744,292.53	25.95%	November	\$669,115.03	23.42%	November	\$761,895.24	22.04%	November	\$817,958.94	22.46%	November	\$730,846.86	23.63%	November	\$756,832.64	26.22%
December	\$622,756.74	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	32.85%
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%
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%
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%
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%
May	\$524,134.43	70.69%	May	\$585,344.98	66.90%	May	\$654,934.92	59.46%	May	\$738,326.94	60.96%	May	\$774,884.34	66.69%	May	\$717,138.02	69.18%
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	\$764,684.10	69.18%
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	\$989,364.57	69.18%
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	\$701,509.46	69.18%
Adjustment		92.86%	Adjustment		91.12%	Adjustment		78.55%	Adjustment		82.50%	Adjustment		89.88%	Adjustment		69.18%
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	\$7,363,494.90	
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	
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	(\$3,280,118.10)	

9000 program costs are not included in "total spent"

June 9, 2025

## Fund 01 GENERAL FUND CHECKING

5/1/25 \$973,252.95

**Receipts**

Cedar County Local Taxes	\$1,191,224.81
Cedar County Motor Vehicle Taxes	\$30,191.49
Cedar County Fines/Licenses	\$656.40
Cedar County Homestead Exemption	\$6,451.14
Cedar County Carline Taxes	\$723.39
Cedar County Property Taxes	\$993,735.23
Cedar County ProRate MV Taxes	\$4,532.55
Dixon County Local Taxes	\$271,333.70
Dixon County Carline Taxes	\$228.84
Dixon County Motor Vehicle Taxes	\$3,165.87
Dixon County Fines/Licenses	\$225.17
Dixon County Homestead Exemption	\$1,791.56
Dixon County Property Taxes	\$261,149.95
Wayne County Local Taxes	\$46,957.48
Wayne County Homestead Exemption	\$170.91
Wayne County Fines/Licenses	\$29.32
Wayne County Property Taxes	\$37,459.90
State of Nebraska - SPED School Age Transportation	\$25,211.00
State of Nebraska - State Aid	\$64,466.00
ESU #1 - Perkin's Grant	\$8,725.75
Randolph Public Schools - SPED student	\$14,842.00
LCC School Lunch Fund - May 2025 Payroll Reimbursement	\$22,277.37
LCC School Cooperative Fund - May 2025 Payroll Reimbursement	\$4,067.95
Preschool payment	\$1,700.00
Miscellaneous receipts	\$1,049.53
Board member - insurance premium	\$2,031.50
Interest earned	\$1,995.27
<b>Total Receipts:</b>	<u>\$2,996,394.08</u>

**Disbursements**

May Payroll (all funds)	\$608,740.40
May General Fund Bills	\$74,778.33
Transfer to Activity Fund	\$50,000.00
Transfer to Employee Benefit Fund (for unemployment bill)	\$3,054.73
RevTrak fee	\$9.04
<b>Total Disbursements:</b>	<u>(\$736,582.50)</u>

**General Fund Checking Balance 5/31/2025** **\$3,233,064.53**

**GENERAL FUND SAVINGS**

Beginning Balance	\$702.68
Receipts: Interest earned	\$0.60
Disbursements:	\$0.00

**Ending Savings Account Balance 5/31/2025** **\$703.28**

**GENERAL FUND PETTY CASH** **\$5,000.00**

**GENERAL FUND BALANCE 5/31/2025** **\$3,238,767.81**

**JUNE PROJECTED PAYROLL**

<i>General Fund</i>	\$604,798.81
<i>Lunch Fund</i>	\$16,850.35
<i>Cooperative Fund</i>	\$4,349.92

**Total Payroll:** **\$625,999.08**

**JUNE PROJECTED BILLS**

<i>General Fund</i>	\$123,232.90
<i>Depreciation Fund</i>	\$0.00
<i>Employee Benefit Fund</i>	\$5,372.85
<i>Bond Fund</i>	\$283,401.25
<i>Special Building Fund - Original Account</i>	\$525.14
<i>Special Building Fund - Bond Account</i>	\$0.00
<i>Special Building Fund - Lease Purchase Account</i>	\$0.00
<i>QCPUF</i>	\$0.00
<i>Cooperative Fund</i>	\$125.37
<i>Student Fees Fund</i>	\$0.00

**Total Bills:** **\$412,657.51**

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**Fund 02 DEPRECIATION FUND**

Beginning Balance	\$136,687.72
Receipts: Interest earned	\$145.01
Disbursements:	-

**Ending Balance 5/31/2025** **\$136,832.73**

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**Fund 03 EMPLOYEE BENEFIT FUND**

Beginning Balance	\$14,909.89
Receipts: Interest earned	\$0.28
Staff contributions to flex plans	\$4,954.94
Transfer from General Fund (for unemployment)	\$3,054.73
Disbursements: Ameriflex, Unemployment	(\$8,275.52)

**Ending Balance 5/31/2025** **\$14,644.32**

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**Fund 06 SCHOOL LUNCH/MILK FUND**

Beginning Balance	\$35,316.93	
Receipts: Lunch/Milk/Reimbursement	\$18,604.91	
Interest earned	\$29.04	
Disbursements: Food/Supplies/Equipment Purchases	(\$21,902.98)	
May 2025 Payroll	(\$22,277.37)	
<b>Ending Balance 5/31/2025</b>		<b>\$9,770.53</b>

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**Fund 07 BOND FUND**

Beginning Balance	\$324,663.78	
Receipts: Cedar County Taxes	\$270,241.70	
Dixon County Taxes	\$63,033.12	
Wayne County Taxes	\$10,490.11	
Interest earned	\$440.45	
Disbursements:	\$0.00	
<b>Ending Balance 5/31/2025</b>		<b>\$668,869.16</b>

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

Beginning Balance	\$92,762.77	
Receipts: interest earned	\$94.02	
Disbursements:	(\$525.14)	
<b>Ending Balance 5/31/2025</b>		<b>\$92,331.65</b>

**SPECIAL BUILDING FUND - Bond Account**

Beginning Balance	\$355.59	
Receipts: interest earned	\$0.30	
Disbursements:	\$0.00	
<b>Ending Balance 5/31/2025</b>		<b>\$355.89</b>

**SPECIAL BUILDING FUND - Lease-Purchase Account**

Beginning Balance	\$466,600.51	
Receipts: Cedar County Taxes	\$334,543.34	
Dixon County Taxes	\$81,405.77	
Wayne County Taxes	\$12,882.43	
Interest earned	\$600.58	
Disbursements:	\$0.00	
<b>Ending Balance 5/31/2025</b>		<b>\$896,032.63</b>

**SPECIAL BUILDING FUND TOTAL: \$988,720.17**

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**Fund 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND**

Beginning Balance	\$64,782.43	
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Receipts: Cedar County Taxes	\$54,461.34	
Dixon County Taxes	\$13,246.67	
Wayne County Taxes	\$0.00	
Interest earned	\$87.50	
Disbursements:	\$0.00	
<b>Ending Balance 5/31/2025</b>	<b>QCPUF TOTAL:</b>	<b>\$132,577.94</b>

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**Fund 10 COOPERATIVE FUND**

Beginning Balance	\$12,372.41	
Receipts: Interest earned	\$9.05	
Northeast Community College - Dual Credit	\$1,631.27	
Disbursements:		
May Payroll-LCC General Fund	(\$4,067.95)	
Building Blocks charges	(\$73.56)	
<b>Ending Balance 5/31/2025</b>		<b>\$9,871.22</b>

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**Fund 12 STUDENT FEE FUND**

Beginning Balance	\$9,114.64	
Receipts: Interest earned	\$7.62	
Summer Explorers	\$1,090.00	
Disbursements:	\$0.00	
<b>Ending Balance 5/31/2025</b>		<b>\$10,212.26</b>



**LCC ACTIVITIES DEPARTMENT**  
**HOME OF THE BEARS**  
**502 WAKEFIELD ST.**  
**LAUREL, NE 68745**  
**402-256-3133**

**Superintendent**  
Jeremy Christiansen

**Principal**  
Diane Hanel

**Activities Director**  
Quin Conner

**Girls Golf**  
Christina Patefield

**Cross Country**  
Brandi Settje

**Football**  
Alan Gottula

**Volleyball**  
Julie Kvols

**Boys Basketball**  
Quin Conner

**Girls Basketball**  
Marcus Messersmith

**Track & Field**  
Shannon Benson

**Boys Golf**  
Pat Harrington

June '25 Board Report

Athletics

- **(HS) Girls/Boys Track & Field**
  - Four LCC Track & Field Athletes competed at this year's state track meet.
    - Drey Puppe (HJ) (100H - 5th)
    - Tali Erwin (HJ - 4th)
    - Kate Tasler (1600)
    - Faith Galvin (3200)
- **(HS) Boys Golf**
  - Wrapped up their season on 5/19 at districts held at Fair Play in Norfolk
- **Summer Camps**
  - Summer weights/open gyms have been going on for about two weeks now.
    - Boys basketball hosted their youth camp last week and saw 35 1st-8th graders both days.
    - Youth golf camp held a two day camp last week.
    - Youth girls basketball camp will be this coming Tuesday-Thursday
  - HS Boys Basketball Camps
    - West Point, Conestoga, Arlington, Ponca, Oakland-Craig, Clarkson-Leigh
  - HS Girls Basketball Camps
    - O'Neill, Centennial, Wahoo

Activities

- **Music**
  - Marching band participated in the Chicago Memorial Day parade.
    - From the kids that I have talked to, it sounds like it was a very good time.
- **Cheer/Dance**
  - After several try out dates and time spent gaining interest for cheer, there are only 2 girls that expressed that they would want to cheer for this upcoming school year.

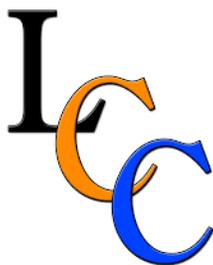


**LCC ACTIVITIES DEPARTMENT  
HOME OF THE BEARS  
502 WAKEFIELD ST.  
LAUREL, NE 68745  
402-256-3133**

- With that said we will not have cheer for the 2025-2026 school year with the hope/expectation to gauge interest early spring 2026 to get a team together again for the 2026-2027 school year.
- Dance will have their tryouts on June 24th.
  - Katie Smith, and Paxton Peters are taking on dance for the upcoming school year.

**Transportation**

- Working on summer maintenance and cleaning over the next couple months to make sure everything is good to go come time for the school year.



**Middle School Principal Report**  
**Mark Leonard**  
**June Board of Education Meeting**  
Monday, June 9, 2025

**Curriculum/Instruction/Assessments/School Improvement**

**NDE State Reporting / ADVISER Workdays** – During the month of June, much time is spent making sure our school district information in PowerSchool is published correctly to ADVISER, which is the reporting piece for the Nebraska Department of Education. If there are errors or dependencies noted, it is important these are corrected as this information is locked into NDE after June 30<sup>th</sup>. There are also many reports in ADVISER Validation that must be verified for accuracy dealing with specific school areas such as assessment, attendance, special education, student discipline, and post-secondary education. Our End of the Year Adviser Reporting will take place on Tuesday, July 8<sup>th</sup>.

**Level 3 Schooling** – Our Level 3 students will continue to receive services and schooling over the summer. Mrs. Promes oversees our Level 3 program at the middle school. Services are being offered to our Level 3 students on May 27<sup>th</sup>-May 30<sup>th</sup>, June 2<sup>nd</sup>-June 27<sup>th</sup>, and July 7<sup>th</sup>-July 17<sup>th</sup> from 9:00 AM-2:00 PM each weekday except Fridays.

**Activities/Events**

**Middle School Field Trips** – On Tuesday, May 13<sup>th</sup>, our entire middle school, including our Level III program, traveled to Arnolds Park, IA for our field trip to Arnolds Park Amusement Park. Our school enjoyed a fun-filled day together that was filled with enjoyment and lasting memories.



**Middle School Students Honored for Accomplishments** – On Friday, May 16<sup>th</sup>, the middle school celebrated the school, academic, and extra-curricular accomplishments of our middle school students for the 24-25 school year. For all our students hard work and efforts throughout the school year, our LCC PTO and Middle School Student Council purchased snow cones for our students to enjoy after the middle school celebration.

**Academic Spotlight – Exploring Student Opportunities for the 25-26 School Year**

As an administrator, I am always brainstorming, researching, and exploring possible educational opportunities for our middle school students. With the busyness of the school year, the best time to do this is during the summer months. When working on adding educational and learning opportunities for our students, it is important that they work into our middle school schedule, are cost-effective opportunities, and will be beneficial to both our school and our students. Here are several of the initiatives we are possibly looking to implement into the middle school for the 25-26 school year:

- (1) Grant Applications for Makerspace – We are in the process of waiting for confirmation on grants and writing additional grants for our Middle School Makerspace. We have written a grant to VOYA Unsung Heroes Awards Program and Toshiba America Foundation Grant and will possibly also write a Gardner Foundation grant and RTF (Rural Technology Fund) grant this summer. We are always looking to upgrade this space with the most innovative technology and to promote technology education and technology career opportunities available to our students. We have some very knowledgeable middle school staff who are skilled in this area and are able to teach our students these skills. Currently in our Makerspace, we have 3 Epson color printers, 4 3D printers, 8 LUMA programmable robots, 2 Cricut Machines, 3 Combo Heat Presses, a wood laser engraving machine, a Glowforge Plus, which allows our students to laser engrave on a multitude of different media, a xTool M1 Ultra-Craft Machine/Bundle Package, which is a laser machine, a vinyl cutting machine, a printer, and a drawing robot and meets almost all crafting needs including t-shirt printing, Scrib 3D pens, a button making machine, and other stations involving STEM opportunities such as bracelet making, strawbees (straw connectors), a LEGO table, complex board games, and puzzles. Our goal is to purchase additional Glowforge technology, possibly virtual reality equipment, and needed material and supplies to continue to make products with the technology.
  
- (2) Changes in Middle School Schedule – Each year, our middle school schedule is examined to determine what worked well in the schedule for the school year and what possible modifications need to be made in the schedule to help improve overall operations in the school. For the 2025-2026 school year, we are looking for ways to continue to incorporate our 6<sup>th</sup> grade class into a more traditional middle school format. Our 6<sup>th</sup> graders will now be offered the opportunity to take either instrumental music, vocal music, and/or both instrumental and vocal music as is given to our 7<sup>th</sup> and 8<sup>th</sup> grades students (all 6<sup>th</sup> graders will be required to take either instrumental and/or vocal music and weekly instrumental lessons will still be provided for 6<sup>th</sup> graders who select instrumental music). We are going to incorporate our English Language Arts/Literature instruction into more of a block format style for the coming school year. Each class section (exp. 8A) will complete Literature first and then have their Language Arts instruction the following period. This will allow our English teachers to better utilize the Amplify English Language Arts/Literature curriculum as it is designed to be instructed in this manner. This will also allow our English instructors the flexibility to focus on one class for a greater time period if needed. We will continue to provide various middle school extra-curricular educational opportunities such as LEGO League and Middle School Quiz Bowl to our students as well as middle school woodworking projects.

## **Meetings/Activities (May/June)**

**Tuesday, May 13<sup>th</sup>** – HS Boys Golf @ Wakefield Invite (Wayne); Middle School Field Trip to Arnolds Park; Elementary Field Day

**Wednesday, May 14<sup>th</sup>** – Parent Diversity/Inclusion Meeting (Laurel Library Conference Room)

**Thursday, May 15<sup>th</sup>** – PowerSchool – MyPowerHub Meeting (via Zoom); HS Varsity Track & Field at C-3 District Meet (Ponca); Middle School Fun Day (Gimkit in ROAR groups based on core content; Goose Chase around Coleridge in ROAR groups, Board games/Rotation to new board games in different rooms)

**Friday, May 16<sup>th</sup>** – iPad Check-In for 6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> Grade Students; MS Awards Banquet; End of 4th Quarter/2nd Semester/Early Dismissal

**Sunday, May 18<sup>th</sup>** – School Speech Pathologist Day

**Monday, May 19<sup>th</sup>** – Staff Professional Development; Year-End Staff Luncheon/Celebration (Awards & GCU Pizza Party, High School Commons Area); HS District C-3 Boys Golf @ Fair Play Golf Course (Norfolk)

**Thursday, May 22<sup>nd</sup>** – PowerSchool Meeting to Discuss ADVISER errors (via Zoom)

**Friday, May 23<sup>rd</sup>** – HS Track & Field Class C State Championships @ Omaha Burke; LCC Band Trip to Chicago

**Saturday, May 24<sup>th</sup>** – HS Track & Field Class C State Championships @ Omaha Burke; LCC Band Trip to Chicago

**Monday, May 26<sup>th</sup>** – Memorial Day

**Tuesday, May 27<sup>th</sup>** – Middle School/High School Math Department Meeting (via Zoom)

**Wednesday, May 28<sup>th</sup>** – HS Class C Golf State Championships @ Jackrabbit Golf Run Course (Grand Island); Phil Warrick Training (ESU 1, Wakefield); Title III Consortium Meeting (via Zoom)

**Thursday, May 29<sup>th</sup>** – HS Class C Golf State Championships @ Jackrabbit Golf Run Course (Grand Island); Phil Warrick Training (ESU 1, Wakefield); Region III End-of-Year Principal's Meeting (Norfolk Country Club)

**Tuesday, June 3<sup>rd</sup>** – ALICE Train the Trainer Sessions (Laurel Campus)

**Wednesday, June 4<sup>th</sup>** – ALICE Train the Trainer Sessions (Laurel Campus)

**Monday, June 9<sup>th</sup>** – SCHOOL BOARD OF EDUCATION MEETING (Laurel Library Conference Room)

**Thursday, June 5<sup>th</sup>-June 14<sup>th</sup>** – Kosovo Mission Trip (I will be available via email during this time if needed)

## **Upcoming Activities Scheduled (June/July)**

**Tuesday, June 10<sup>th</sup>-Thursday, June 12<sup>th</sup>** – Laurel High School Cheer Camp (8:00 AM-2:00 PM each day)

**Tuesday, June 10<sup>th</sup>- Saturday, June 14<sup>th</sup>** – Kosovo Mission Trip for Mr. Leonard (I will be available via email during this time if needed)

**Thursday, June 12<sup>th</sup>- Laurel AG Days Events (Ag Days Pool Party & Family Drive-In Movie Night) – Runs Through Sunday, June 15<sup>th</sup>**

**Saturday, June 14<sup>th</sup>** – Laurel Alumni Banquet (5:30 PM)

**Sunday, June 15<sup>th</sup>** – Father's Day

**Monday, June 16<sup>th</sup>** – TeamMates Board Meeting (12:00 PM, Middle School Boardroom)

**Thursday, June 19<sup>th</sup>** – Administrative Team Meeting (9:00 AM, via Zoom)

**Thursday, June 26<sup>th</sup>** – Administrative Team Meeting (9:00 AM, via Zoom)

**Wednesday, July 2<sup>nd</sup>** – **Middle School Gym Floor Refinishing (Gym Closed Through July 7<sup>th</sup>)**

**Thursday, July 3<sup>rd</sup>** – Administrative Team Meeting (9:00 AM, via Zoom)

**Friday, July 4<sup>th</sup>** – Happy 4<sup>th</sup> of July!!!

**Tuesday, July 8<sup>th</sup>** – Adviser EOY Process Meeting/Reporting (via Zoom)

**Thursday, July 10<sup>th</sup>** – Administrative Team Meeting (9:00 AM, via Zoom)

**Monday, July 14<sup>th</sup>** – School Board of Education Meeting (Middle School Boardroom– 7:00 PM)



**Memo to: Board of Education**  
**From: Jeremy Christiansen**  
**Re: Superintendent's Report**  
**Date: Monday, June 9, 2025**

## Superintendent's Report

### Miscellaneous Notes

- For the June Board meeting, I will be the only administrator in attendance. Both Mr. Leonard and Mrs. Van Meter are traveling abroad for their mission trip. Mrs. Hart is traveling out of state with her family on vacation. I did not require the principals to submit reports this month, however, Mr. Leonard chose to include a report this month that is attached to the Sparq Board materials for your review.

### Action Items

- Negotiated Agreement Sick Leave Bank Compensation
  - The Negotiated Agreement with the LCCEA contains a Sick Leave Bank that allows for the association to manage and approve sick leave reimbursement for participating certified teachers who exceed their annual allotment of Paid Time Off, as well as any sick leave accrual, and have been required to have payroll deduction (1/185 of annual teaching salary) for sick leave taken beyond leave accruals. The agreement allows for the LCCEA to approve up to 20 days of reimbursement per teacher. Provision #5 provides that the Board of Education must approve of any additional reimbursement beyond the 20 days.
  - For 2024-2025, there is one teacher that has LCCEA-approved Sick Leave Bank reimbursement:
    - Meaghan Vollers - 20 days (PLUS 2 days requiring Board approval)
  - The Board is considering the request to approve the reimbursement of 2 days (beyond 20 days) from the Sick Leave Bank for Meaghan Vollers.
- Technology Support Services - ESU #1
  - Due to our inability to successfully recruit and hire a full-time Technology Coordinator for the upcoming school year, and with the departure of our previous coordinator effective June 6, 2025, we are recommending approval of the attached technology support service agreements with Educational Service Unit #1 (ESU 1)
    - These agreements provide:
      - **Summer 2025 coverage (June-July)** for up to 15 days of on-site technology support.
      - **Support for the 2025-2026 school year**, including one scheduled day per week plus 10 additional days, for a total of 60 service days
    - ESU 1 has already proven to be a responsive and capable partner and will assist with critical technology functions such as network troubleshooting, cybersecurity, device inventory, planning, and support for staff and students.

- To ensure strong on-site coordination and a local connection for support, we have identified two staff members to serve as points of contact:
    - **Bob Parsons** - High School/Elementary
    - **Eric DePew** - Middle School

We will be amending their contracts to include additional extended days in recognition of their added responsibilities.
  - Additionally, we have selected **Derek Nelson**, a high school student, to serve as a **Technology Support Intern** through our work-based learning program for at least the first semester. This opportunity will provide valuable real-world experience for Derek while also supporting day-to-day needs across the district.
  - This arrangement is intended as a **one-year solution**. We will reassess our long-term technology support needs and staffing plans as the first semester progresses.
- School Meal Prices for 2025-2026
    - I have attached the recommended Meal Prices for the upcoming 2025-2026 school year to your Board materials. The recommended price increases for student and adult meals, both breakfast and lunch, are once again recommended and limited to \$0.05, as increases in recent years have been. We are continuing to see increases in food and supply costs and the Board may wish to consider a more significant increase (e.g., 10 cents).
    - We are continuing to see increases in food and supply costs and the school district continues to find it necessary to substantially supplement the Nutrition Services Fund on an annual basis. As well, federal regulations related to the reimbursable costs of meals require schools to establish a price for Paid lunches served through the National School Lunch Program (NSLP) in accordance with section 12(p) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1760(p)).
  - Annual Board Policy Updates
    - The Policy Committee will meet on June 9th prior to the Board meeting to receive information and review required and recommended annual policy updates due to recent Nebraska and federal legislative action. Please reference the Policy Update Memo from Perry Law Firm attached to your Board materials in Sparq for detailed descriptions of each policy modification. Redline copies of each policy are also attached to your Board materials for reference.

## Discussion Items

- Stakeholder Engagement
  - I will be presenting updates related to Board-established goals and action plans.
- Board Policies - 2000 Series (Administration)
  - As part of the Board's Policy Review Schedule, we are next reviewing the 2000 Series (Administration). At this meeting Board members will have the opportunity to discuss or share questions or suggestions. The Policy Committee will plan to meet in June to review and consider the 2000 Series policies as well.
  - Here is the link to these policies for your review - [https://drive.google.com/drive/folders/1cAJE5Yy40cT3lsOQaWjZoBQkLEI3M9ry?usp=drive\\_link](https://drive.google.com/drive/folders/1cAJE5Yy40cT3lsOQaWjZoBQkLEI3M9ry?usp=drive_link)

## **Correspondence**

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

## **Upcoming Meetings**

- Annual Special Hearings
  - Monday, July 14, 2025 (7:00 pm - LCC Middle School Board Room/Coleridge)
- Committee on American Civics Meeting
  - Monday, July 14, 2025 (7:15 pm - LCC Middle School Board Room/Coleridge)
- Regular Board of Education Meeting
  - Monday, July 14, 2025 (7:20 pm - LCC Middle School Board Room/Coleridge)



**Laurel-Concord-Coleridge School**

**Board of Education  
Committee Meeting Agenda**

<p>Board Committee: <b>Policy Committee</b></p>	<p>Meeting Date: <b>June 9, 2025</b></p>
<p>Meeting Location: <b>Elementary Conference Room</b></p>	<p>Meeting Start Time: <b>5:45 pm</b> Meeting End Time: <b>6:35 pm</b></p>
<p>Participants: Bryan Pippitt, Jay Hall, Garry Anderson Jeremy Christiansen Absent: None</p>	
<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li><b>1. Board Policies</b> <ol style="list-style-type: none"> <li>a. Annual Updates (see handouts)</li> <li>b. Policy 5416 - Student Fees Policy (Appendix)               <ol style="list-style-type: none"> <li>i. National Student Qualifiers - Trip Expense Aggregate Maximum</li> </ol> </li> <li>c. 2000 Series (Administration)</li> </ol> </li> <li><b>2. Library Board</b> <ol style="list-style-type: none"> <li>a. Executive Board Meeting - May 27, 2025</li> </ol> </li> </ol>	
<p><b>Discussion (Topics and Notes)</b></p>	<p><b>Follow Up (Who's Responsible/Timeline)</b></p>
<p><b>1. Board Policies - Annual Updates</b> Committee members reviewed the policy memo provided by Perry Law Firm as well as each policy proposal - either amendment or new policies based on state or federal legislation or updates. Discussion was held regarding the new state law banning cell phones and the alignment of the district's policy and procedures for students. Stakeholder comment is also required and will be facilitated through a public hearing on policies in July, as well as through staff surveys. Several policy updates have effective dates of August 1st so consideration and approval on First Reading will be in June and Second Reading in July. One policy and two forms were also recommended to be rescinded as they were no longer necessary per legal counsel.</p>	<p>Bryan and committee members will share input and thoughts during the regular board meeting.</p> <p>Jeremy will update the policies as provided. He will also work with the Admin team to make sure that policy updates are also reflected in updated Handbooks.</p>
<p><b>2. Board Policies - 5416 Student Fee Policy</b> The committee discussed the Student Fee Policy section that addressed school district</p>	<p>Jeremy will update the Appendix of the Student Fee Policy 5416 to reflect the recommended language for Board discussion and consideration in July.</p>

<p>funds used for student and sponsor expenses for national-qualifying competitions and travel. While this has not become an issue or concern, there was discussion around setting an aggregate maximum expense to the district per organization (FFA, FCCLA, FBLA, Skills USA) as well for the district in total. Recommendations to be discussed and considered at the July hearing include:</p> <ul style="list-style-type: none"> <li>• A maximum of \$10,000 per organization per fiscal year; or</li> <li>• A maximum of \$25,000 across all organizations per fiscal year.</li> </ul>	
<p><b>3. Board Policies - 2000 Series (Administration)</b>  The committee discussed the next series of policies in the Policy Review Schedule. There were no recommendations from administration or the committee for revision or amendment. Board members have had opportunity to review and discuss these policies at two meetings (May, June). No comment has been received. The Board will consider approval of the 2000 Series (Administration) policies on first reading at the July meeting.</p>	<p>Jeremy will prepare the policies and an action item for consideration at the July Board meeting.</p>
<p><b>2. Library Board</b>  Jay Hall and Jeremy Christiansen attended the Executive Committee meeting held on May 27th. This is an annual meeting. The committee updated the annual stipend amount due from the City of Laurel to LCC School for Library supervision and operation during non-school days/hours. Discussion was held regarding Library programs, services, circulation, etc. It was noted that Cedar County reduced the county funds to the Laurel Public Library for 24-25. Bob Parsons will work with Jeremy and Keith Knudsen to lobby the county commissioners to restore funding to prior year levels.</p>	<p>The Library Executive Committee will next meet for its annual meeting in May 2026.</p> <p>Jeremy will work with Bob Parsons and Keith Knudsen to lobby the Cedar County commissioners regarding Library funding levels.</p>
<p><b>3. Other Items for Discussion</b>  None</p>	<p>None</p>

Minutes recorded by: Jeremy Christiansen

May 31, 2025

To the LCC Board of Education and Administration-

At the conclusion of the 2024-2025 school year we have had one teacher request days from the LCC Sick Bank:

Meaghan Vollers has requested 22 days

The LCCEA Sick Bank Committee has approved the request for 20 days for Mrs. Vollers. We are requesting that the board of education approve the remaining 2 days needed over the 20 we are able to approve.

Our sick bank began the year with a balance of 295.125 days. 78 days were donated to the sick bank by 39 teachers, giving us a balance of 373.125 currently.

With the 22 days approved by the association we will begin next year at a total of 351.125.

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

Laura Nordby  
LCCEA Sick Bank Coordinator



# Educational Service Unit #1

"Providing Innovation, Leadership and Service"

211 10th Street Wakefield, NE 68784-5014

[402.287.2061](tel:402.287.2061) | [Fax 402.287.2061](tel:402.287.2061) | [www.esu1.org](http://www.esu1.org)

Dr. Bill Heimann, Administrator

Serving Cedar, Dakota, Dixon, Knox, Thurston, Wayne Counties

**2024-25**

## ESU1 Local Area Network Technology Support Service Agreement

**LAUREL-CONCORD-COLERIDGE  
SCHOOL**

This Agreement is made and entered into on **June 4, 2025** by and between School/District and Educational Service Unit 1 ("ESU 1"), Wakefield, Nebraska.

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

**1. Term of Agreement.** This Agreement shall be in effect for a period of two months to begin **June 1, 2025** and end **July 31, 2025** unless early termination is mutually agreed upon, in writing, by both parties

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

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

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

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

The fee shall total **\$ TBD** for the duration of this agreement, with a calculated rate of **\$525.00 per day**.

Billing during this agreement will be four equal payments:

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

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

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

ESU 1 will perform this service on-site **up to 15 days** starting on **June 1, 2025** and concluding **July 31, 2025**.

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

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

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

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

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

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

**AUTHORIZED POINT OF CONTACT INFORMATION (POC)**

**Primary POC:**

Name	E-mail Address	Phone Number
------	----------------	--------------

**School District Signature:**

Date:		Jeremy Christiansen, Superintendent
	Signature	Printed Name

**ESU 1 Administrator Signature:**

Date:	June 4, 2025		Bill Heimann, ESU 1 Administrator
	Signature		Printed Name



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Dr. Bill Heimann, Administrator

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**2025-26**

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**LAUREL-CONCORD-COLERIDGE  
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**1. Term of Agreement.** This Agreement shall be in effect for a period of twelve months to begin **August 1, 2025** and end **July 31, 2026** unless early termination is mutually agreed upon, in writing, by both parties

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

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

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

The fee shall total **\$31,500.00** for the duration of this agreement, with a calculated rate of **\$525.00 per day.**

Billing during this agreement will be four equal payments:

- November 1 (Aug, Sept, Oct)
- February 1 (Nov, Dec, Jan)
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In the event additional services are rendered that exceed the scope outlined in this agreement, those services will be billed at the daily rate.

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

ESU 1 will perform this service on-site one day per week (50 days) + additional 10 days starting on **August 1, 2025** and concluding **July 31, 2026.**

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

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

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

**AUTHORIZED POINT OF CONTACT INFORMATION (POC)**

**Primary POC:**

Name	E-mail Address	Phone Number
------	----------------	--------------

**School District Signature:**

Date:		Todd Strom, Superintendent
	Signature	Printed Name

**ESU 1 Administrator Signature:**

Date:	June 4, 2025		Bill Heimann, ESU 1 Administrator
	Signature		Printed Name

## Meal Program Prices

School Year 2025-2026

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

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

### Miscellaneous Items

Milk	\$0.60
Juice	\$0.60

### Ala Carte Items

Prices to be set and determined by wholesale cost.

**Meal Program Prices****School Year 2024-2025**

<u>Adult Meals</u>	<u>Breakfast</u>	<u>Lunch</u>
Adult	\$3.50	\$4.55
Adult Salad Bar, Chef Salad, or Entree Only		\$3.05

<u>Student Meals</u>	<u>Breakfast</u>	<u>Lunch</u>
Grades K-5	\$2.30	\$3.10
Grades 6-8	\$2.40	\$3.25
Grades 9-12	\$2.40	\$3.25
Additional Entree	\$1.30	\$1.60
Additional Side	\$1.05	\$1.10

**Miscellaneous Items**

Milk	\$0.60
Juice	\$0.60

**Ala Carte Items**

Prices to be set and determined by wholesale cost.

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



PERRY, GUTHERY, HAASE & GESSFORD, P.C., L.L.O.

Of Counsel  
Thomas M. Haase

\*Also admitted in Iowa  
\*\* Also admitted in Kansas  
\*\*\*Also admitted in Colorado

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

## MEMORANDUM

To: Dr. Bill Heimann, ESU 1 Administrator  
From: Justin Knight, Perry Law Firm  
Date: June 2, 2025  
RE: 2025 School District Annual Policy Service Update

---

The Legislature has adjourned after their 90-day session. This Memo covers the policy updates as a result of this past session, as well as legislation passed in prior sessions.

### A. REQUIRED POLICY UPDATES

**1. Policies 1200, 4003, and 5401 (and accompanying forms)** – AM 1617 to LB 150 updates Nebraska’s Fair Employment Practice Act to add “military or veteran status” as a protected class. As a result, our nondiscrimination policies have been updated to add this new protected class.

In addition, with the changes in federal guidance under the new presidential administration, some of the “hard” deadlines in these policies can be relaxed to give greater flexibility for internal investigations.

**2. Policies 3131 (“Procurement Plan”) & 3132 (“Internal Controls”)** – Several bidding references were updated in the federal regulations governing grants and federal audit requirements. These policies have been updated to reflect these changes, as well as adding a new preference for veteran-owned businesses that was added to 2 C.F.R. § 200.321.

**3. Policy 3410 (“Safe Driving Record Standard for Drivers”)** – NDE Rule 91 requires a medical exam for drivers of small vehicles (vans and cars with 10 passengers or less) when driving routes, but not for activities-only drivers. In other words, a small vehicle driver of a regular pick-up/drop-off route must have a medical exam; but a coach that drives a small vehicle only to activities does not. This requirement has created confusion in situations involving unexpected driving situations, part-time or temporary drivers, and the like. Policy 3410 has been updated to clarify Rule 91’s requirements.

It is also worth noting that the U.S. Department of Transportation has proposed revised regulations that would change the background and testing requirements, so there may be more policy updates on this topic next year.

**4. Policy 4009 (“Drug and Substance Use and Abuse”)** – Updates in federal driving requirements (relating to alcohol and drug reporting to the federal Clearinghouse) require adding language to this policy for bus drivers.

In addition, in light of these changes, Form A (accompanying Policy 4009) needs to be updated. However, Forms C and D can be rescinded since they are no longer necessary.

**5. Policy 5001 (“Admission”)** – LB 143 tweaked the student admission statutes for military families. Neb. Rev. Stat. § 79-215 now requires a school to provisionally enroll a student if the student’s family resides on a federally owned facility within the District. We have updated Policy 5001 to make this clearer.

**6. Policy 5101 (“Student Discipline”)** – There are three main changes to this Policy:

A. New Dress Code: Two years ago, LB 298 imposed a new dress code policy requirement. However, an analysis of the text of this new statutory mandate shows how contradictory and convoluted the statutory directives appear to encompass. For one, Neb. Rev. Stat. 79-2,158 dictates that each school have a policy that “is consistent with” a model policy adopted by the State Board of Education. Yet, the same statutory provision states that a District “may include any other procedures and provisions that the school board deems appropriate,” which suggests that the model policy is more of a sample than a prescription. In addition, 79-2,158(2) outlines three specific components of each *school’s* required policy, which further suggests that the State Board’s model policy is to be more of an example (otherwise the Legislature would have specified that the model policy itself must include those three items). Still, 79-2,159(4) lists that the State Board’s model policy “may” develop a health and safety standard within the model dress code. That same provision requires the State Board to include detailed steps that administrators must take in “health and safety” situations (including obtaining parental consent before requiring a student to change clothes), despite the “health and safety” provision being optional. In fairness to the State Board of Education (who was given this unfunded mandate by the Legislature), it is unsurprising that these inconsistencies within statute have led to significant confusion and anxiety among school administrators across the state.

With all of this confusion in mind, we have updated the “dress code” component of our Student Discipline Act to try and keep the required changes as straightforward as possible, while complying with the law’s dictates that a school dress code cannot be used to discriminate against any student.

We have also attached the State Board’s model policy in case your district would like to adopt the State Board’s model policy.

This new dress code policy must be adopted by July 1, 2025.

B. Cell Phones. LB 140 requires all schools to adopt a “cell phone” policy before the beginning of the 2025-2026 school year. (The new, required policy is listed as Policy 6113.) Policy 5101 has been updated to clearly reference the new cell phone law and student disciplinary consequences.

C. Added Language About “Deep Fakes.” Finally, in light of the increase in “deep fakes,” this Policy has been updated to add language that students can be disciplined for deep fake images of students or staff. As noted below, LB 383 criminalizes “deep fakes” in certain situations, but having clear language in board policy can help school administrators better address concerns within the school setting.

7. **Policy 5004 (“Full-time and Part-time Enrollment”)** – LB 306 updates the part-time enrollment statutes to provide more options for non-public schools to participate in extracurricular activities. LB 306’s language is subject to differing interpretations, especially after the Legislature changed the part-time statutes to address these same concerns two years ago. School administrators will need to familiarize themselves with these new rules before the 2025-2026 school year.

8. **Policy 5103 (“Extracurricular Activity Discipline”)** – For the same reasons listed in the changes to Policy 5101, the reference to dress code violations have been removed.

9. **Policy 5201 (“Promotion and Retention”) and (New) Policy 5201x (“Request to Repeat Grade Form”)** – Last year, the Legislature adopted a new law (§ 79-2,161) that allows parents to require their student to repeat a grade if the student qualifies under the statutory criteria. To apply to repeat a grade, a parent must submit a form prescribed by NDE. We have updated the new statutory reference to Policy 5201 and added that form as Policy 5201x.

10. **Policy 5202z (Notification of Rights Under FERPA)** – Within the past year, the U.S. Department of Education issued a “Model Notice” to update parents’ rights under FERPA. To remain consistent with DOE’s guidance, we have updated this Policy.

11. **Policy 5301 (“Association Activities”)** – LB 89 requires each school board to adopt a policy designating each school-sponsored interscholastic athletic team or sport as either biologically male, female, or co-ed. The bill does not require each sport or team listed in the Policy. In turn, we added language to Policy 5301 to authorize the Superintendent to make the required designations.

12. **Policy 5414 (“Identification of Learners with High Ability”)** – We realized this Policy may no longer be accurate or current with your district’s practices. As a result, we revised the Policy to give school administrators more discretion in developing criteria to identify high-ability learners.

**13. (New) Policy 5507 (“Foster Care Student Transportation”)** – NDE audits have frequently requested information about the District’s foster care transportation. The Every Student Succeeds Act only requires a school district to have “procedures” (not requiring board approval). However, given the confusion and ease of having a formal board policy in these audits, we have prepared Policy 5507 to memorialize a school district’s foster care transportation requirements.

**14. (New) Policy 6113 (“Electronic Communication Devices and Cell Phones”)** – For the same reasons listed in the changes to Policy 5101, LB 140’s cell phone requirements have been added to this new policy.

**15. Policy 6400 (“Parental/Community Involvement in Schools”)** – Last year, the Legislature passed LB 71 to, in part, update Nebraska’s parental involvement statutes. Policy 6400 has been updated to reflect these changes. Note that LB 71 requires the updated Parental Involvement to be approved by July 1, 2025, and posted to the school’s website by August 1, 2025.

Further, LB 428 (passed this year) requires additional revisions to Policy 6400. LB 428 adds new requirements for school-issued surveys, including the rights of parents to review and/or opt their student out of “sensitive” surveys. Depending on what types of surveys your district administers, this update may need to be carefully examined before the beginning of the 2025-2026 school year.

**16. (New) Policy 6931 (“Behavioral Intervention and Classroom Management”)** – Two years ago, the Legislature passed LB 1329 which, in part, required each school to adopt a policy on “behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in school.” The Legislature directed the State Board of Education to develop a “model policy” reflecting the new policy’s requirements. By August 1, 2025, each school must adopt a policy “consistent with or comparable to the model policy.” This policy will now be a requirement for accreditation by NDE. To ensure compliance with this new accreditation requirement, our Policy 6931 largely mirrors the State Board’s model policy.

## **B. POLICY RESCISSIONS**

**1. Policy 5001 Forms (“Summary of the School Immunization Rules and Regulations”)** – This Form has led to confusion and headaches for schools that have not kept this current. To avoid further confusion and consternation, we recommend rescinding this form in your Policy Manual.

**2. Policy 6410 (“Combined District and School Title I Parent and Family Engagement Policy”)** – The US Department of Education informed NDE that Title I involvement policies need to be more specifically tailored to each school district, instead of incorporated as a general policy. As such, NDE has recommended that schools rescind their Title I Involvement

Policy and, instead, complete the template available on their website: <https://www.education.ne.gov/federalprograms/title-i-a-educationally-disadvantaged/#TitleIParentandFamilyengagement>

Of note, the Title I engagement “policy” does not need to be Board approved (despite being called a “policy”) under the Every Student Succeeds Act.

### C. OPTIONAL POLICY AND/OR HANDBOOK UPDATES

1. **Policy 3241 (“Emergency Response Mapping”)** – Last year, schools that adopted an Emergency Response Mapping Policy were eligible to apply for safety and security grant funds. If your district was not approved for grant funds and no longer want an Emergency Response Mapping Policy on file, you could rescind Policy 3241 this summer.

### D. OTHER CONSIDERATIONS

1. **Title IX Procedures** – In light of the constant changes to the Title IX Regulations, we recommended last year to rescind any Board-approved procedures. Instead, we recommended a policy that delegated the Superintendent the authority to develop procedures consistent with Title IX. If you have not done so, we would strongly recommend it. A copy of those procedures is attached. The procedures also need to be posted on the school’s website.

2. **Veteran’s Preference** – LB 144 (passed this session without an emergency clause) will update Nebraska’s veteran’s preference laws. In particular, LB 144 adds the spouse of a veteran who “was killed in the line of duty or died due to his or her military service” as a person who qualifies for a veteran’s preference. This update is a good reminder to review your district’s application forms to ensure that the school’s job applications state that positions are “subject to a veteran’s preference,” per Neb. Rev. Stat. § 48-227(3).

3. **Paid Sick Leave Initiative** – Last November, the voters approved Initiative 436, which requires an increase in employer-provided paid sick leave. However, the Initiative exempted political subdivisions from the paid sick leave requirements. Therefore, there are no required changes to any school’s paid sick leave benefits.

4. **Nebraska’s Minimum Wage Increase.** Similar to the Paid Sick Leave Initiative, Nebraska’s recent Minimum Wage Increase Initiative does not apply to political subdivisions, so school districts are not legally required to follow the increases in the State’s minimum wage rates.

**5. Medical Marijuana Initiative.** Nebraska voters also approved the Medical Marijuana Initiative last November. LB 677 would have added specific statutory requirements for medical marijuana in schools, but LB 677 did not advance. Thus, we will need to work over the summer months to prepare for medical marijuana requests by staff, students, and community members on school grounds and at school activities.

**6. New Open Meetings Act Poster.** LB 521 “cleaned up” language within the Open Meetings Act. The changes to the Open Meetings Act are largely technical and do not require any policy updates. With that being said, each board is required to have a current copy of the Open Meetings Act posted during all board meetings. The bill has an emergency clause so each board will need to update their Open Meetings Act posters this summer.

**7. Forthcoming Update on Bidding Threshold.** This year, the State Board of Education will update the bidding threshold for construction, remodeling, or repair projects. This update will result in a future policy update.

**8. Changes to NPERS –** Two main bills changed different aspects of the Retirement System: LB’s 295 and 645. None of these require policy changes but are worth noting.

a. LB 295 largely makes technical changes to the retirement statutes. However, LB 295 makes some substantive changes that your business managers will want to follow any new procedures implemented by NPERS.

b. LB 645 will adjust both the employer, employee, and state retirement contribution percentages on an annual basis, depending on the state retirement plan’s funding ratio. When the plan is well-funded, contribution percentages will decrease. But when the plan needs additional funding, contributions will increase. This change will likely have a significant impact on negotiations moving forward, given that teachers’ retirement deductions will now fluctuate from year-to-year. We will provide more information on this change in the fall for your negotiations preparations.

**9. LB 383 –** LB 383 passed this session that adopts two main statutory frameworks: (1) criminalizing “deep fakes” and (2) generally requiring parental consent for a minor to create or maintain a social media account. To date, some County Attorneys have been reluctant to prosecute instances of “deep fakes,” so LB 383 establishes clear statutory authority for criminal charges moving forward. In addition, it remains to be seen how social media companies will respond to LB 383 in Nebraska, though your school’s technology coordinator will want to keep a close eye on any forthcoming changes.

**10. Computer Science and Technology** – Years ago, the Legislature adopted computer science and technology curriculum requirements. These requirements will begin to take effect during the 2025-2026 school year. Most (if not all) schools already incorporate technology into the curriculum, so this change may not be significant. However, next year (2027-2028), graduates must have completed a five-credit hour computer science course. These requirements can be found at Neb. Rev. Stat. 79-3304.

**11. LB 390 (Library Directory)** – LB 390 (passed this year) will require all school districts to adopt a policy requiring a catalog of all books in school libraries and allow parents the option of being notified when their student checks out a book. However, this policy does not need to be adopted until the beginning of the 2026-2027 school year, so we will wait to distribute a library catalog policy until next summer.

**12. School Psychologist Interstate Licensure Company** – The Legislature adopted the Interstate Compact to allow greater flexibility in licensed school psychologists to work in Nebraska schools. This does not require any policy updates but may be of interest to those schools looking to hire a school psychologist from a different state.

**13. New Anaphylaxis Policy Requirement** – LB 457 requires DHHS and NDE to the develop a model policy “for the prevention of anaphylaxis and during a medical emergency resulting from anaphylaxis.” This policy needs to be adopted by July 1, 2026. Since we do not have the model policy, we will wait until next summer to send the required anaphylaxis policy.

**14. Forthcoming NDE Rule 15 Changes** – The State Board of Education has not made substantive changes to NDE Rules over the past year, at least changes that require policy updates. The State Board is considering changes to NDE Rule 15 (English Language Learners) that might require policy updates next year, depending on the final version of Rule 15.

**15. NSAA Coaching Change.** Last year, the NSAA voted to change its bylaws. Previously, coaches were required to meet a certification requirement to coach NSAA activities. Now, NSAA Bylaw 2.12 waives the certification requirement. Moving forward, each school is responsible for vetting their coaches. Some districts have a policy requiring background checks on all hires (including coaches). This may be a discussion within your district on how you plan to handle evaluating coaching hires and positions.

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

Business OperationsSafe Driving Record Standard for Drivers

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit, **including the successful completion of a physical assessment and a Medical Examiner's Certificate.**

One of the requirements for obtaining such a permit is that the person have a record of satisfactory driving as determined by Board policy. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 2 years; or
4. Accumulation of 6 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Small Vehicles for Activity Trips: Each person who drives a small vehicle (car or van) other than a pupil transportation vehicle for school activities and who is not required to have a permit to operate a pupil transportation vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 2 years; or
4. Accumulation of 6 or more points under the motor vehicle operators' license point system, within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

**Drivers who exclusively drive small vehicles for activity trips are not required to obtain a Medical Examiner's Certificate.**

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 2 years; or,
3. Reckless driving or willful reckless, within the immediate prior 1 years; or
4. Accumulation of 8 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3, 4 or 5 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

The record of satisfactory driving standards shall apply to all new employees from and after adoption of this policy. Existing employees shall be subject to the same standards, provided that the Superintendent or Superintendent's designee may determine to permit an exception based on the existing employee's record of satisfactory driving while employed with the District and the nature and proximity of prior driving offenses as such offenses relate to safe transportation.

Legal Reference: Neb. Rev. Stat. " 79-318, 79-602, 79-607 and 79-608  
Neb. Rev. Stat. ' 60-4,182 (point system)  
Title 92, Nebraska Administrative Code, Chapters 91 & 92

Date of Adoption: August 10, 2015  
Date of Amendment: August 14, 2017  
Date of Review: June 12, 2023  
Date of Amendment: July 14, 2025

Business OperationsInternal Controls

The District will develop and maintain internal control procedures as required by law and in accordance with sound fiscal monitoring practices that will ensure appropriate oversight of state and federal funds. The following internal control procedures will be utilized for all federal grants:

Generally: If the District receives federal awards, grants, or other funds, the District will:

- (a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the District manages the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. The District will endeavor to develop and maintain these internal controls consistent with the “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO);
- (b) Comply with the U.S. Constitution, federal statutes, regulations, and the terms and conditions of the federal award;
- (c) Evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of federal award;
- (d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and
- (e) Take reasonable measures to safeguard protected personally identifiable information and other information the federal awarding agency, or pass-through entity, designates as “sensitive” or the District considers sensitive, consistent with applicable federal, state, and local laws regarding privacy and responsibility over confidentiality.

Legal Reference: 2 C.F.R. § 200.303.

Management requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until the District disposes of such equipment. The District will, as a minimum, meet the following requirements:

- 1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
- 2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
- 3) Implement a Control System procedure;

- 4) Continue to develop and implement adequate maintenance procedures for the equipment;
- 5) Continue to develop and implement sales procedures for the equipment; and
- 6) Continue to develop and implement disposition procedure for the equipment.

Legal Reference: 2 C.F.R. §§ 200.313 & 200.33.

Procurement: The District will use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, provided that the procurements conform to applicable Federal law and the requirement standards imposed by law, including:

- 1) A procedure for micro-purchases (Under \$10,000);
- 2) A procedure for **simplified acquisition thresholds** (between \$10,000 to \$250,000);
- 3) A procedure for sealed bids;
- 4) A procedure for competitive proposals; and
- 5) A procedure for noncompetitive bids.

Legal Reference: 2 C.F.R. §§ 200.317 through 200.326.

Cross-Reference: Policies 3130 & 3131.

Record Retention: Financial records, supporting documents, statistical records, and all other related records pertinent to a federal award will be retained for a period of three (3) years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or pass-through entity in the case of a subrecipient.

For all other records, the District will retain such records for the length of time as required by law.

Legal Reference: 2 C.F.R. § 200.333.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will verify that a vendor has not been debarred, suspended or otherwise excluded, and the District will maintain a copy of said verification.

Legal Reference: 2 C.F.R. § 200.213.

Financial Management: The District will maintain financial management systems to account for the federal funds, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award. These records will be sufficient to permit the District to prepare reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. The financial management system will provide for the following:

- 1) Identifying all of the federal awards received and expended and the federal programs under which they were received;

- 2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
- 3) Identifying adequately the source and application of funds for federally-funded activities;
- 4) Ensuring effective controls over and accountability for all funds, property, and other assets;
- 5) Comparing actual expenditures with budget amounts for each federal award;
- 6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
- 7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

Program Income: The District will consult with the federal awarding agency and refer to the applicable law and federal program terms and conditions to determine how to account for, deduct and otherwise handle income from federal programs.

Legal Reference: 2 C.F.R. § 200.307.

Cost Sharing or Matching: For all federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching, when such contributions meet all of the following criteria:

- 1) Are verifiable from the District's records;
- 2) Are not included as contributions for any other Federal award;
- 3) Are necessary and reasonable for accomplishment of project or program objectives;
- 4) Are allowable under the applicable Cost Principles requirements;
- 5) Are not paid by the Federal Government under another Federal award, except where the federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- 6) Are provided for in the approved budget when required by the federal awarding agency; and
- 7) Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

Compensation: Compensation for personal services includes all remuneration for services of employees rendered during the period of performance under the federal award, including, but not limited to wages, salaries, and fringe benefits. Costs of compensation may be allowable under federal law and the federal grant to the extent that they satisfy the following requirements:

- 1) Is reasonable for the services rendered; and
- 2) Conforms to the established written expectations of the District, as applied consistently to both Federal and non-Federal activities.

If the District intends to charge compensation to federal awards, such charges will be based on records that accurately reflect the work performed, and will:

- 1) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- 2) Be incorporated into the official records of the District;
- 3) Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of compensated activities;
- 4) Encompass both federally-assisted and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written procedures;
- 5) Comply with the established accounting policies and practices of the District; and
- 6) Differentiate and account for the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two (2) or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Budget estimates will generally not be used to support charges to Federal awards but may be used for interim accounting purposes.

Legal Reference: 2 C.F.R. §§ 200.430 & 200.431.

Federal Funds for Construction Projects: For all federal awards, the District will comply with all applicable legal requirements, including the Davis-Bacon Act.

Legal Reference: 34 C.F.R. § 75.600, et seq.

Capitalization and Depreciation: The District will follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E, when charging these specific expenditures to a federal grant. When applicable, District staff will check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, federal, state, or program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those requirements. The following rules of allowability apply to equipment and other capital expenditures:

- A. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.
- B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the federal awarding agency or pass-through entity.
- C. Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.

D. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.

E. When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal awarding agency.

F. If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

G. Any depreciation will be computed, charged, and recorded in a manner consistent with federal regulations and any requirements of the federal awarding agency.

Legal Reference: 2 C.F.R. §§200.436 & 200.439.

Maintaining Records: Financial records, supporting documents, statistical records, and all other District records pertinent to a federal award must be retained for the minimum period time as required by federal law or the terms of the federal awarding agency, whichever is longer in time.

Legal Reference: 2 C.F.R. § 200.334.

Conflict of Interest: Notwithstanding any other Board Policies or Procedures, the District shall ensure that it avoids any conflicts of interest regarding any federal awards. The District will disclose in writing any potential conflict of interest to the federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policy.

Legal Reference: 2 C.F.R. § 200.112.

Unexpected or Extraordinary Circumstances: For all federal awards, if the District does not currently have in place a sufficient policy that addresses extraordinary circumstances, such as those caused by COVID-19, the District may amend or create a policy at a later date in order to put emergency contingencies in place for federal and non-federal similarly situated employees. If the conditions exist for charges to be made to the federal grant, then charges may also be made to any non-federal sources that are used by the District in order to meet a matching requirement. The District will take other steps to comply with federal award requirements in the event of unexpected or extraordinary circumstances.

Legal Reference: 2 C.F.R. § 200, et seq.

Date of Adoption: August 10, 2021

Date of Review: June 12, 2023

Date of Amendment: July 14, 2025

## Business Operations

### Procurement Plan – School Food Authorities

The following procurement policy statement shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. This statement is meant to provide guidance to our personnel and vendors on acceptable and/or required procurement practices. Our goal is to fully implement all required and recommended procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the State Agency.

### **Procurement Policy**

The purchasing procedure to be followed shall be determined by the anticipated total annual expenditure on items related to the food service program:

- When the annual total for food service program related items is less than \$250,000 (**simplified acquisition** threshold) per procurement event or in aggregate purchases this organization will follow the informal **simplified acquisition threshold** procedures.
- When the annual total for food service program related items is greater than \$250,000 (**simplified acquisition** threshold) per year per procurement event or in aggregate purchases this organization will follow the Formal Competitive Solicitation Procedures.

### Micro-Purchase Procedures

Micro-Purchases may be used for single purchases under \$10,000 made with a vendor [2 CFR 200.320(a)].

Prices will be reviewed for reasonableness [2 CFR 200.320(a)].

Purchases will be spread equitably among all qualified sources [2 CFR 200.320(a)].

### Simplified Acquisition Threshold Procedures

For purchases made below the **simplified acquisition** threshold, **simplified acquisition threshold** procedures will be utilized to purchase necessary goods and services. When **simplified acquisition threshold** procedures are used, this organization will take the following steps:

1. Contact a reasonable number of qualified vendors.
2. Write specifications for goods and services.
3. Document each vendor's quoted price. (ex. log sheet)
4. Select the company that provides the lowest, most responsive, and responsible bid.
5. Document supplier who was awarded the quote.
6. Manage orders by confirming product and prices match quotes.

### Formal Competitive Solicitation Procedures

For purchases made in excess of the **simplified acquisition** threshold, a Formal Competitive Solicitation will be conducted. When Formal Competitive Solicitation Procedures are used, this organization will take the following steps:

1. Prepare an Invitation for Bid (“IFB”) or Request for Proposal (“RFP”) document specifically addressing the items to be procured
  - a. Include detailed specifications
  - b. Ensure price will be most heavily weighted
2. Publicly announce and advertise the bid/proposal at least 21 calendar days prior to bid opening
  - a. Announcements will include the date, time and location in which bids will be opened
3. Determine the most responsive and responsible bid/proposal by using the selection criteria set forth in the bid/proposal document
  - a. Responsible bidders will be those whose bid/proposal conform to all of the terms, conditions and requirements of the IFB/RFP
  - b. Responsible bidders will be those who are capable of performing successfully under the terms and conditions of the contract.
4. Award the contract
  - a. To the most responsive and responsible bidder based on the criteria set forth in the IFB/RFP
  - b. At least two weeks before program operations begin
  - c. If a protest is received, it must be handled in accordance with 7 CFR 210.21
5. Retain all records pertaining to the formal competitive bid process for a period of five years plus the current year

(Note: If the **simplified acquisition** threshold established in the sponsor’s procurement policy statement is less than \$150,000, the smaller bid threshold will govern.)

#### Procurement Summary

This organization incorporates the following elements into the Procurement Policy Statement, as required by 2 CFR 200 and 7 CFR parts 210, 3016 and 3019.

- A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]
- B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. [2 CFR 200.319(a)(6)]
- C. Documentation: We shall maintain for the current year and the preceding three years all significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)]
- D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any

person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)]

- E. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)]
- G. General Requirements:
1. Small, minority, **veteran-owned**, and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
  2. Ensure compliance with the Buy American Provision when purchasing food 7 CRF 210.21(d).
  3. A cost or price analysis in connection with every procurement action in excess of the **simplified acquisition** threshold including contract modifications. [2 CFR 200.323(a)]
  4. Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]
- H. Duties of Food Service Supervisor:
1. Plan the goods or services needed for the school food service program for the school year based on planned menus through needs assessment, forecasting and budgeting.
  2. Develop written specifications for food/supplies needed. Include details such as descriptions and product requirements (e.g. packaging, weight, pack size, etc.) for needed goods or services.
  3. Compare product specifications among all vendors/contractors. Information for prices obtained from grocery stores, farmer's markets, etc.
  4. Make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service, and price.
  5. Place and confirm orders with vendors or make plans to purchase the required items.
  6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
  7. To work with vendors on a fair and equal basis.
  8. To conduct an in-house procurement review once per year.

Date of Adoption: August 14, 2017

Date of Amendment: August 12, 2019

Date of Review: June 12, 2023

Date of Amendment: July 14, 2025

**Complaint Form  
Discrimination, Harassment or Retaliation**

The Laurel-Concord-Coleridge Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, **military or veteran** status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:  
Students: Jeremy Christiansen, Superintendent, 502 Wakefield St., Laurel, NE 68745 (402) 256-3133 (jeremy.christiansen@lccschool.org)  
Employees and Others: Jeremy Christiansen, Superintendent, 502 Wakefield St., Laurel, NE 68745 (402) 256-3133 (jeremy.christiansen@lccschool.org)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

(1) Description of the complaint: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

(2) Names of any witnesses to the matter being complained about: \_\_\_\_\_  
\_\_\_\_\_.

(3) Identify and attach any document supporting the complaint: \_\_\_\_\_  
\_\_\_\_\_.

(4) Confidentiality: I \_\_\_ do\_\_\_ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.  
\_\_\_\_\_  
\_\_\_\_\_.

(5) Relief requested (what I want done in response to this complaint):  
\_\_\_\_\_  
\_\_\_\_\_.

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Signature: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Students (& Employees)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The Laurel-Concord-Coleridge School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The Laurel-Concord-Coleridge School District does not discriminate on the basis of sex, disability, race, color, religion, **military or** veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Jeremy Christiansen, Superintendent, 502 Wakefield St., Laurel, NE 68745 (402) 256-3133 (jeremy.christiansen@lccschool.org)

Employees and Others: Jeremy Christiansen, Superintendent, 502 Wakefield St., Laurel, NE 68745 (402) 256-3133 (jeremy.christiansen@lccschool.org)

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

**B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.****1. Purpose:**

The Laurel-Concord-Coleridge School District is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, **military or** veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status that is sufficiently serious to deny, interfere with, or limit a

person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, **military or** veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

**2. Anti-retaliation:**

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

**3. Grievance (or Complaint) Procedures:**

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation (“discrimination”) to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

*i. Level 1 (Investigation and Findings):*

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist **as determined by the investigator**. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **be determined by the investigator and in compliance with any legal requirements**. Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District **may, when appropriate or when legally required**, send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **one (1) week** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

*ii. Level 2 (Appeal to the Superintendent):*

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **five (5) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board **or a Committee of the Board of Education** at a Board meeting to present his or her appeal. The Board **or a Committee of the Board may, in its discretion**, issue a written determination about the appeal. **The Board or a Committee of the Board may, in the alternative, vote on the appeal and send the party the outcome of the vote.** The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

**4. Confidentiality:**

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted,

**5. Training:**

The District will ensure that relevant District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

**6. Designated Compliance Coordinators:**

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may

- have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
  - j. Recommending changes to this policy and grievance procedure.
  - k. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

**7. Preventive Measures:**

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Date of Adoption: August 10, 2015  
Amended: August 10, 2021  
Amended: July 14, 2025

## Complaint Form Discrimination, Harassment or Retaliation

The Laurel-Concord-Coleridge School District does not discriminate on the basis of sex, disability, race, (including skin color, hair texture and protective hairstyles), color, religion, **military or** veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policies 4003 and 5401 for the particulars of the formal complaint process. You may attach additional materials to this form if needed.

### Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinators are:  
Laurel-Concord-Coleridge School, 502 Wakefield St, PO Box 8, Laurel, Nebraska 68745, (402) 256-3133.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Jeremy Christiansen
Title IX	Discrimination or harassment based on sex; gender equity	<b>Jennifer Van Meter</b>
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	<b>Sarah Beckwith</b>
Homeless student laws	Children who are homeless	Jeremy Christiansen
Safe and Drug Free Schools and Communities	Safe and drug free schools	Jeremy Christiansen

**Complaint Form  
Discrimination, Harassment or Retaliation**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Note: You may attach additional documentation to your complaint if needed.

(1) Description of the complaint: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(2) Names of any witnesses to the matter being complained about: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(3) Identify and attach any document supporting the complaint: \_\_\_\_\_  
\_\_\_\_\_

(4) Confidentiality: I \_\_\_do \_\_\_do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

\_\_\_\_\_  
\_\_\_\_\_

(5) Relief requested (what I want done in response to this complaint):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

### Notice of Nondiscrimination

The Laurel-Concord-Coleridge School District does not discriminate on the basis of sex, disability, race, (including skin color, hair texture and protective hairstyles), color, religion, **military or** veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

### Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinators are:

Laurel-Concord-Coleridge School, 502 Wakefield St, PO Box 8, Laurel, Nebraska 68745, (402) 256-3133.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Jeremy Christiansen
Title IX	Discrimination or harassment based on sex; gender equity	<b>Jennifer Van Meter</b>
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	<b>Sarah Beckwith</b>
Homeless student laws	Children who are homeless	Jeremy Christiansen
Safe and Drug Free Schools and Communities	Safe and drug free schools	Jeremy Christiansen

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3<sup>rd</sup> Floor, Suite 320, Kansas City, MO 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

Date Amended: July 14, 2025

Personnel - All Employees (& Students)Anti-discrimination, Anti-harassment, and Anti-retaliation  
Title IX Policy and Grievance Procedures**A. Elimination of Discrimination.**

Laurel-Concord-Coleridge School hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The Laurel-Concord-Coleridge School does not discriminate on the basis of sex, disability, race, (including skin color, hair texture and protective hairstyles), color religion, **military or** veteran status, disability, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category in admission or access to, or treatment of employment, in its programs and activities. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law.

The Coordinators listed as follows have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

**Designation of Coordinators**

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinators is: Laurel-Concord-Coleridge School, 502 Wakefield St, PO Box 8, Laurel, Nebraska 68745, (402) 256-3133.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Jeremy Christiansen
Title IX	Discrimination or harassment based on sex; gender equity	<b>Jennifer Van Meter</b>
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	<b>Sarah Beckwith</b>
Homeless student laws	Children who are homeless	Jeremy Christiansen

Safe and Drug Free Schools and Communities	Safe and drug free schools	Jeremy Christiansen
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Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3<sup>rd</sup> Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

## **B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students, and Others**

### **1. Purpose:**

Laurel-Concord-Coleridge School is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment or retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, **military or** veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,

- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Social media comments, including cyberbullying or cyber-harassment,
- h. Visual displays, such as cartoons, posters, or electronic images,
- i. Threats or intimidating or hostile conduct,
- j. Physical acts of aggression, assault, or violence, or
- k. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

## **2. Anti-retaliation:**

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's

discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

### **3. Grievance (or Complaint) Procedures:**

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination. If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

#### *i. Level 1 (Investigation and Findings):*

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a

criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist **as determined by the investigator**. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **be determined by the investigator and in compliance with any legal requirements**. Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings

and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District **may, when appropriate or when legally required**, send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within one **week** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

*ii. Level 2 (Appeal to the Superintendent):*

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within five (5) working days after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal within ten (10) working days after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board **or a Committee of the Board of Education** to present his or her appeal. The Board **or Committee of the Board of Education may, in its discretion**, issue a written determination about the appeal. **The Board or a Committee of the Board may, in the alternative, vote on the appeal and send the party the outcome of the vote.** The party who filed the appeal will be sent the Board's determination. The Board's **or Committee's** determination, and any actions taken, will be final on behalf of the District.

**4. Confidentiality:**

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged

harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

**5. Training:**

The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

**6. Designated Compliance Coordinators:**

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

**7. Preventive Measures:**

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. § 2000d, Title VII, 42 U.S.C. § 2000e, Title IX; 20 U.S.C. § 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. §48-1101 et seq.

Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. §621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. §48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq.

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k)

Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. § 4301 et seq.

Neb. Rev. Stat. § 79-2,115, et seq

Date of Adoption: August 10, 2015

Date of Amendment: August 14, 2017

Date of Amendment: August 11, 2020

Date of Review: November 13, 2023

**Date of Amendment: July 14, 2025**

Community RelationsPersonnel - All Employees and StudentsAnti-discriminationA. **Elimination of Discrimination.**

The policy of Laurel-Concord-Coleridge Public Schools is to not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, **military or** veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

Laurel-Concord-Coleridge Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of Laurel-Concord-Coleridge Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws, unless otherwise designated, (including Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. **Preventing Harassment and Discrimination of Employees and Students.**

1. **Purpose:** Laurel-Concord-Coleridge Public Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, Laurel-Concord-Coleridge Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

For purposes of this policy, discrimination or harassment based on a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, **military or** veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

a. In general, ethnic or racial slurs or other verbal or physical conduct relating to

a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, **military or** veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom or educational environment.

Sexual harassment may exist when:

- (a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
- (b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
- (c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

## 2. **Procedures:**

- a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the

discrimination or harassment continues, please report your complaint to the Superintendent of Laurel-Concord-Coleridge Public Schools.

- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.  
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;  
Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.  
Section 504 of the Rehabilitation Act of 1973 (Section 504)  
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)  
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.  
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: August 11, 2020

Date of Amendment: August 10, 2021

Date of Review: December 12, 2022

Date of Amendment: July 14, 2025

Personnel - All EmployeesDrug and Substance Use and Abuse

It is the policy of the Laurel-Concord-Coleridge Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will ensure compliance with laws relating to drugs and alcohol, including: the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

**Section 1 Drug-Free Workplace**

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held. The school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.

1. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the workplace. Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol in the workplace or on duty time shall be a violation of the drug-free workplace.
2. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the work place or off duty time.
3. As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent or designee in writing of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
4. Disciplinary sanctions, up to and including termination of employment and referral for prosecution, will be imposed upon employees who violate the aforementioned standards of conduct. Sanctions for violation thereof may include the requirement that the employee complete an appropriate rehabilitation program, reprimands, and non-renewal, cancellation, or termination of contract of employment.
5. Employees shall be advised through employee publications about drug and alcohol

counseling and rehabilitation and reentry programs that are available.

6. Employees shall be furnished with a paper or digital copy of this policy.

This policy supplements and is in addition to all other policies, regulations, practices, procedures and contractual provisions regarding or related to the improper or unlawful possession, use, or distribution of illicit drugs and alcohol.

## **Section 2 Alcohol and Drug Testing**

The District will implement regulations and practices which will insure compliance with the Omnibus Transportation Employee Testing Act of 1991, the Moving Ahead for Progress in the 21<sup>st</sup> Century (MAP-21) Act, and all regulations and rules promulgated pursuant to such Acts. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing, or testing positive, shall disqualify an applicant from employment. Reasonable suspicion, random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

Legal Reference: 49 CFR §382.601(b)(12).

Date of Adoption: August 10, 2015

Date of Review: November 13, 2023

Date of Amendment: July 14, 2025

## 4009 - APPENDIX 1

**CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING:  
FEDERAL REGULATIONS AND LAUREL-CONCORD-COLERIDGE SCHOOL'S  
COMPLIANCE POLICIES AND PROCEDURES, AND EDUCATIONAL MATERIALS**

The U.S. Department of Transportation (DOT) and the Federal Highway Administration (FHWA) have issued regulations requiring that individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs) be tested for controlled substances and alcohol and not engage in controlled substances use or alcohol misuse. Information concerning those regulations, [Name] Public Schools policies and procedures, and educational materials relating to controlled substances use and alcohol misuse is set forth as follows:

**(A) The persons designated by Laurel-Concord-Coleridge School to answer employee questions about these materials are:**

Superintendent of Schools  
Business Manager

**(B) The categories of employees who are subject to the provisions of the federal controlled substances and alcohol use and testing regulations are:**

Individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs), including bus drivers and distribution and maintenance employees who are subject to driving commercial motor vehicles.

**(C) The term "safety-sensitive functions" means:**

- (1) All time waiting to be dispatched, unless the driver has been relieved from duty;
- (2) All time inspecting equipment or inspecting, servicing, or conditioning any commercial motor vehicle (i.e., a vehicle in excess of 26,000 pounds GVWR or designed to carry 16 or more passengers, including the driver) at any time;
- (3) All driving time (i.e., time spent at the controls of a commercial motor vehicle in operation);
- (4) All time, other than driving time, in or upon any commercial motor vehicle;
- (5) All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded;
- (6) All time spent performing the driver requirements of 49 CFR §§392.40 and 392.41 relating to accidents;
- (7) All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

**(D) Employee conduct that is prohibited by the federal controlled substances and alcohol use and testing regulations includes:**

1. **Alcohol concentration.**  
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater.
2. **Alcohol possession.**  
No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.
3. **On-duty use.**  
No driver shall use alcohol while performing safety-sensitive functions.
4. **Pre-duty use.**  
No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. **Use following an accident.**  
No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. **Refusal to submit to a required alcohol or controlled substances test.**  
No driver shall refuse to submit to a post-accident alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, or a follow-up alcohol or controlled substances test.
7. **Controlled substances use.**  
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle.
8. **Controlled substances test.**  
No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive for controlled substances.

**(E) The circumstances under which an employee will be tested for alcohol and/or controlled substances pursuant to the federal regulations include:**

1. **Pre-employment testing.**  
Prior to the first time a driver performs safety-sensitive functions, the driver shall undergo testing for alcohol and controlled substances. No safety-sensitive functions are to be performed unless the driver has been administered an alcohol test with a result indicating an alcohol concentration less than 0.04, and has received a controlled substances test result from the medical review officer indicating a verified negative test result.

**2. Post-accident testing.**

(a) As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver:

(1) Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or

(2) Who receives a citation under State or local law for a moving traffic violation arising from the accident shall undergo a test for alcohol and controlled substances.

(b) (1) *Alcohol tests.* Shall be administered within two hours following the accident unless such cannot reasonably be done, and not more than eight hours following the accident.

(2) *Controlled substance tests.* Shall be administered within 32 hours following the accident.

(c) A driver who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit to testing. The driver shall be permitted to leave the immediate scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care, but shall otherwise remain readily available for testing.

**3. Random testing.**

(a) Drivers shall be subject to random testing. The minimum annual percentage rate for random alcohol testing should be 25 percent of the average number of driver positions, or such minimum annual percentage rate as established from time to time by the FHWA. The minimum annual percentage rate for random controlled substance testing shall be 50 percent of the average number of driver positions.

(b) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made.

(c) The random alcohol and controlled substances tests shall be unannounced and the dates for administering random alcohol and controlled substances tests shall be spread reasonably throughout the calendar year.

(d) Each driver who is notified of selection for random alcohol and/or controlled substances testing shall proceed to the test site immediately; provided, however, that if the driver is performing a safety-sensitive function at the time of notification, the driver shall cease to perform the safety-sensitive function and proceed to the testing site as soon as possible.

**4. Reasonable suspicion testing.**

(a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).

(b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired by alcohol and must not perform or continue to perform safety-sensitive functions, until:

- (i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or
- (ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions concerning the use of alcohol.

5. **Return-to-duty testing.**

(a) Alcohol. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning alcohol and has not been terminated, the driver shall undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02.

(b) Controlled Substances. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning controlled substances, and has not been terminated, the driver shall undergo a return-to-duty controlled substances test with a result indicating a verified negative result for controlled substances use.

6. **Follow-up testing.**

Following a determination that a driver is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances, the driver shall, if still employed, be subject to unannounced follow-up alcohol and/or controlled substances testing as directed by a substance abuse professional in accordance with the provisions of federal regulations.

Random, reasonable suspicion, and follow-up alcohol testing shall be conducted only when the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing safety-sensitive functions.

**(F) The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the employee and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that those results are attributed to the correct employee include:**

The procedures outlined in 49 CFR 40, concerning procedures for Transportation Workplace Drug and Alcohol Testing Program, will be followed. This includes use of a "split sample" approach for drug testing and chain of custody procedures including documentation of screening aliquots.

**(G) An employee is required to submit to alcohol and controlled substances tests administered pursuant to the federal regulations.**

**(H) A "refusal to submit" to an alcohol or controlled substance test includes:**

*Refuse to submit* (to an alcohol or controlled substances test) means that a driver (1) Fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing, (2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received

notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the testing process. A failure to remain readily available for post-accident testing, or to notify the employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

**The consequences for refusing to submit to an alcohol or controlled substances test are as follows:** A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol (concentration of 0.04 or greater) or controlled substances test.

**(I) The consequences under the federal regulations for employees who have violated the federal regulations relating to controlled substances and alcohol use and testing include:**

The driver shall be removed from and not permitted to perform safety-sensitive functions. The driver shall be referred for evaluation by a substance abuse professional for a determination of what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances abuse.

Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by the federal regulations, the driver shall, if still employed, undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.

In addition, each driver identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, if still employed,

- (i) Shall be evaluated by a substance abuse professional to determine that the driver has properly followed any rehabilitation program prescribed, and
- (ii) Shall be subject to unannounced follow-up alcohol and controlled substances tests administered by the employer following the driver's return to duty.

The driver may also be subject to the penalty provisions of 49 U.S.C. § 521(b).

**(J) The consequences under the federal regulations for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04 include:** Removal from safety-sensitive functions for a period of not less than 24 hours following administration of the test.

**(K) Information to assist employees in avoiding alcohol misuse and controlled substances use, signs and symptoms of an alcohol or a controlled substances problem, and available methods of intervening when such a problem is suspected:** Information will be made available by the counselor to employees.

**(L) The requirement that the following personal information collected and maintained under this part shall be reported to the Clearinghouse:**

- (i) A verified positive, adulterated, or substituted drug test result;
- (ii) An alcohol confirmation test with a concentration of 0.04 or higher;
- (iii) A refusal to submit to any test required by law;
- (iv) An employer's report of actual knowledge of:
  - (A) On duty alcohol use;
  - (B) Pre-duty alcohol use;
  - (C) Alcohol use following an accident; and
  - (D) Controlled substance use;
- (v) A substance abuse professional report of the successful completion of the return-to-duty process;
- (vi) A negative return-to-duty test; and
- (vii) An employer's report of completion of follow-up testing.

**General Consent for Limited Queries of the Federal Motor Carrier Safety  
Administration (FMCSA) Drug and Alcohol Clearinghouse**

I, \_\_\_\_\_ (Driver Name), hereby provide consent to Laurel-Concord-Coleridge School (“District”) to conduct a limited query of the FMCSA Commercial Driver’s License Drug and Alcohol Clearinghouse (Clearinghouse) to determine whether drug or alcohol violation information about me exists in the Clearinghouse. This consent is valid for so long as I remain an applicant for, or an employee of, the District for a position that requires a CDL.

I understand that if the limited query conducted by the District indicates that drug or alcohol violation information about me exists in the Clearinghouse, FMCSA will not disclose that information to the District without first obtaining additional specific consent from me.

I further understand that if I refuse to provide consent for the District to conduct a limited query of the Clearinghouse, the District must prohibit me from performing safety-sensitive functions, including driving a commercial motor vehicle, as required by FMCSA’s drug and alcohol program regulations.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

## 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 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 1<sup>st</sup> 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 1<sup>st</sup>.
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. 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.

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 Amendment: July 14, 2025**

## Students

### Admission Requirements

#### Minimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board shall admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the Board.

#### Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons:

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's: (1) mental ability, (2) emotional/social development, (3) pre academic skills, and (4) fine motor skills.

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained and certified to administer the assessments that will produce evidence of strength in:
  1. mental ability defined as scoring 84th percentile or above on a standardized assessment of cognitive ability such as the Wechsler Pre Primary Scale of Intelligence III, or the Stanford-Binet V;
  2. a test of emotional/social development such as the Behavior Assessment System for Children, Second Edition (BASC-2);
  3. 75th percentile or greater on a test of pre academic skills such as the Woodcock Johnson III; and
  4. a test of fine motor ability, scoring 75th percentile or above on a standardized measurement such as the Beery VMI.

In the discretion of the Superintendent or designee, the assessments may be administered by the School District's professional staff, or the parents or guardians may be required, at their own expense, to have all or some of the required assessments completed by

reputable professionals and to submit the results of such assessments to the School District.

The decision regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the District Evaluation Team, to be composed of such individuals as the Superintendent or designee determine appropriate. The academic, social, and emotional readiness, as well as the student's physical development and well-being, must be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are completed.

Families who seek early admission of their child into kindergarten must obtain an *Early Entrance to Kindergarten Packet* from the School District Administrative.

Parents must fill out the early entrance application forms, which include a parent questionnaire and obtain and attach a reference letter from someone who is well acquainted with the child but not a relative of the child. The person providing this reference should know the child well enough that they can speak with some expertise about the child's attributes and abilities. The reference letter should indicate whether this person recommends the child be schooled with children who will be a year older than the child and, if so, the evidence this person has concerning the child's mental ability, fine and gross motor ability, visual and auditory discrimination, emotional/social development, and communication skills. Suggestions for this reference letter are a preschool teacher, a Sunday school teacher, a day-care provider, or a physician.

The assessment request, reference letter and parent questionnaire must be completed and returned to the District no later than May 25th of the spring before fall enrollment to allow summer assessment to be completed.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on sex, disability, race, color, gender, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year and school officials determine that first grade is the appropriate placement for the child.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identify and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), Haemophilus Influenzae type b (Hib), invasive pneumococcal disease and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes than an exception to the immunization requirements are met.
- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

#### Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

#### Military Families

If a parent presents evidence to the District of military orders that the military family will be stationed in the State of Nebraska during the current or following school year, **and the parent resides in or is stationed on federally owned property within the boundaries of the District**, the District will enroll preliminarily the parent's students, **including any such student that has an Individualized Education Plan, a 504 Plan, or otherwise receives special education services.**

Legal Reference:     Neb. Rev. Stat. §§ 43-2001 to 43-2012  
                          Neb. Rev. Stat. § 79-214  
                          Neb. Rev. Stat. §§ 79-217 to 79-223  
                          Neb. Rev. Stat. § 79-266.01  
                          173 NAC Chapters 3 and 4 (HHS Regulations)

Date of Adoption:    August 10, 2015  
Amended:             August 11, 2020  
**Date Amended:       July 14, 2025**

InstructionParental/Community Involvement in Schools

Laurel-Concord-Coleridge School, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent has a complaint or objection to textbooks, tests, curriculum materials, and any other instructional materials, the parent may request a personal conference with appropriate school personnel to discuss such concerns. The Superintendent or designee shall prepare a complaint form which may be used by a parent to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.
2. Upon reasonable advance request, a parent will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the parent's child, other students, and the educational staff.
3. Parents are encouraged to communicate to school staff when the parent believes it to be appropriate for their child to be excused from testing, classroom instruction, and other school experiences that the parent finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent and consistent with the mission of the District and legitimate school interests.
4. Upon request of a parent, the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.
5. The District will notify parents when their child may be subjected to a standard norm referenced or criterion referenced test or standardized tests. When reasonable to do so or required by law, the parents will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent or guardian of such student shall be prohibited unless a parent requests in writing that such tests be administered to their child.

6. Parents will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:
- Political affiliations or beliefs of the student or the student's parent;
  - Mental or psychological problems of the student or the student's family;
  - Sex behavior or attitudes;
  - Illegal, anti-social, self-incriminating, or demeaning behavior;
  - Critical appraisals of other individuals with whom respondents have close family relationships;
  - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
  - Religious practices, affiliations, or beliefs of the student or student's parent; or
  - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school district concerning a parent's access, involvement, and participation in activities of the school.

Legal Reference: Neb. Rev. Stat. Sections 79-530 to 79-533  
Family Educational Rights and Privacy Act, 20 U.S.C. 1232g  
Protection of Pupil Rights Amendment, 20 U.S.C. 1232h

Date of Adoption: August 10, 2015  
Date of Amendment: August 13, 2018  
Date of Review: May 13, 2024  
Date of Amendment: July 14, 2025

InstructionElectronic Communication Devices and Cell Phones

All students are prohibited from accessing or using an electronic communication device while on school property or attending a school instructional function, unless:

1. When required by a student's Individualized Education Program or 504 Plan;
2. When authorized by the District for educational purposes during instructional time;
3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care; or
5. When determined appropriate by the Superintendent or Superintendent's designee.

All exceptions listed herein must be approved in advance by the appropriate school staff member.

Any student who violates this Policy may be subject to discipline under the District's Student Discipline Policy.

Legal Reference: LB 140 (2025)

Date of Adoption: July 14, 2025

## Students

### Foster Care Student Transportation

In accordance with federal and state law, the District's written transportation procedures for foster care children are as follows:

#### **Students to be Transported**

DHHS will contact the District to inform the District of a foster care student living in the District and/or to be educated by the District. The District will communicate with DHHS on any further matters concerning said foster care student(s).

#### **School of Origin**

The District will work to develop a transportation plan for each foster care student needing transportation to the student's school of origin, as defined and required by federal law. Each student's situation will be different, so there is no single transportation plan for every foster care student. Transportation options may include: (1) the foster care family; (2) a bus or school vehicle; (3) transportation to a pickup location; or (4) some other form of transportation in accordance with state and federal law. Foster care students on an IEP may require other considerations and/or different transportation obligations.

When required by law, the District will coordinate the foster care student's transportation to the school of origin while any disputes regarding transportation until the disputes are resolved.

#### **Costs**

If the student can be transported by the District without the District incurring any additional costs, then the District will normally transport the student. However, if the District will need to incur additional costs to transport the student, then DHHS will cover any such additional costs associated with the foster care student's transportation. If the District and DHHS are unable to agree on a transportation plan, the District and DHHS will work together to resolve any differences.

#### **Oversight, Implementation, and Administration**

The District's Homeless Liaison is responsible for overseeing these procedures, updating them as needed, and otherwise ensuring that the District complies with the transportation requirements for foster care students.

Legal Reference: 20 U.S.C. § 6312.

Date of Adoption: July 14, 2025

StudentsIdentification of Learners with High Ability

The Board of Education recognizes that the student population includes students with exceptional academic and/or intellectual aptitudes. Efforts to refer and identify such learners will be made at each grade level. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary.

~~Within the first thirty (30) days of each school year, the school district will notify parents or guardians of identified learners and of identified areas for support and extended learning opportunities.~~

~~The administration shall develop and implement a district-wide plan for learners with high ability, as such plan is modified from time to time, in accordance with applicable laws and regulations.~~

The Superintendent or designee shall develop and implement such criteria to identify high ability learners, and shall take steps to offer accelerated or differentiated curriculum programs that will address the educational needs of the identified students at levels appropriate for the abilities of those students. The accelerated or differentiated curriculum programs shall meet the standards of quality established by the Nebraska Department of Education.

Legal Reference: Neb. Rev. Stat. §§ 79-1106 to 79-1108.03  
NDE Rule 3

Date of Adoption: August 10, 2015  
Date of Amendment: July 8, 2019  
Date of Amendment: July 14, 2025

StudentsAssociation Activities

The Laurel-Concord-Coleridge School District is a member of the Nebraska School Activities Association, which is a voluntary organization of public and parochial schools of Nebraska organized for the purpose of promoting and regulating the competition between schools in what is generally known as the extracurricular activities.

All students participating in extracurricular activities shall follow the rules provided by the Nebraska School Activities Association and rules of Laurel-Concord-Coleridge School. **The Superintendent or designee shall, as required by law, designate each school-sponsored interscholastic athletic team or sport as either: (1) boys; (2) girls; or (3) mixed.**

Students who represent Laurel-Concord-Coleridge School in any of its allied or extracurricular activities shall practice a high level of citizenship both in school and in community living.

**Legal Reference: LB 89 (2025)**

Date of Adoption: August 10, 2015

Date of Amendment: July 14, 2025

## Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

- 1) The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading **at the time the record was created**.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests **or otherwise allowed by law**. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Office of the Chief Privacy Officer  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

### Notice Concerning Directory Information

The District may disclose directory information. ~~The types of personally identifiable information that the District has designated as directory information are as follows:~~ **The primary purpose of directory information is to allow the District to include information from your child's education records in certain school publications. Examples may include:**

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Under FERPA, "directory information" is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. **Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.** The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone ~~listing~~**number**, and the name, address, telephone ~~listings~~ **number**, e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team; and
9. Student's photograph.
- ~~10. School or school district the student attended before he or she enrolled in the District.~~

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student, **or would otherwise not be in a student's best interests..**

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. **Parents or guardians may refuse to allow their student's information to be designated as "directory information" at any time during the school year, so**

long as the parent or guardian notifies the Superintendent in writing. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

The District may disclose information about former students without meeting the conditions in this section.

### OPTIONAL

~~In addition, notice is further given that FERPA permits the disclosure of personally identifiable information from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the District to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. The District may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the eligible student —~~

- ~~● To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the District has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(2) are met. (§99.31(a)(1))~~
- ~~● To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))~~
- ~~● To authorized representatives of the U.S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the Nebraska Department of Education. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)~~
- ~~● In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))~~
- ~~● To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))~~
- ~~● To organizations conducting studies for, or on behalf of, the District, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))~~

- ~~• To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))~~
- ~~• To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))~~
- ~~• To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))~~
- ~~• To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))~~
- ~~• Information the District has designated as “directory information” under §99.37. (§99.31(a)(11))~~

~~The District’s policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices, and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.~~

**Notice Concerning Designation of Law Enforcement Unit:**

The District designates the [Name] Police Department as the District's “law enforcement unit” for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.



Request to Repeat a Grade  
August 2024

[Nebraska Revised Statute 79-2.161](#) establishes a procedure whereby a parent or guardian can request their child to repeat a grade for the following reasons:

- a) Academic needs (*Student in grades Kindergarten thru fourth*) – Academic needs means that a child is at least one year below grade level and behind the child's typically developing peers in reading, English, and language arts such that the child does not possess the necessary academic skills required to succeed in reading, English, and language arts at grade level for the next grade the student would otherwise advance to
- b) Excessive Absenteeism (*Student in grades K-12*) – Excessive absenteeism means that the child was absent fifty percent or more of the school year and includes excused absences, unexcused absences, and absences due to suspension or expulsion. Absences due to approved school-related activities, such as field trips, competitions, athletic events, and testing, are not included; and
- c) Illness (*Student in grades Kindergarten thru fourth*) - Illness means that the child experienced a severe mental or physical illness resulting in hospitalization of two or more weeks during the school year.

A parent or guardian intending to have their child repeat a grade shall request a meeting with school district superintendent or their designee to discuss the decision. The meeting should identify any alternative educational opportunities. If after meeting with the superintendent or their designee, the parent still wishes to retain their child, they must complete this form.

**Parent/Guardian Name:** \_\_\_\_\_

**Name of Child:** \_\_\_\_\_

**Grade Level to be Repeated:** \_\_\_\_\_

**Current School District:** \_\_\_\_\_

**Date of Meeting with District:** \_\_\_\_\_

**Reason and Description for Requesting Repeating of Grade:**

Academic Needs (K-4)

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Excessive Absenteeism (K-12)

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Illness (K-4)

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**Summary of Meeting with Superintendent or their Designee:**

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Please submit this form to the superintendent or their designee with whom you met initially about the request for retention. Upon completion of the form, and if all requirements are met, the school district shall honor the request to repeat a grade for the next school year.

\_\_\_\_\_  
Signature of Parent/Guardian                      Date

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**To be completed by district:**

**School of Attendance Name:** \_\_\_\_\_

**School of Attendance Code:** \_\_\_\_\_

**Student State ID (To be Provided by District):** \_\_\_\_\_

\_\_\_\_\_  
Signature of Superintendent/Designee                      Date

Districts, please retain a copy of this form, and email [nde.form@nebraska.gov](mailto:nde.form@nebraska.gov) for instructions on how to securely submit this form.

StudentsPromotion and Retention

Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the Principal, in consultation with the student's teachers and counselor, to be appropriate for the educational interests of the student and the school's educational program.

If a parent or guardian would like their student to retake a grade level, the parent or guardian must meet with the Superintendent or designee to discuss the student repeating a grade. At that meeting, the parent or guardian must provide evidence of academic needs, illness, or excessive absenteeism that would warrant the student to repeat the grade. A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in grades fifth through twelfth grade may be retained due to excessive absenteeism. At such meeting, the Superintendent or designee shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to such student. If the student's parent or guardian still intends for their student to repeat a grade, such parent or guardian shall then complete the required form and return such form to the District. Upon completion of the form and if all requirements pursuant to this policy and law are met, the District shall permit the student to repeat the student's grade for the next school year.

Legal Reference: Neb. Rev. Stat. 79-526 & 79-2,161

Date of Adoption: August 10, 2015

Date of Amendment: July 8, 2024

Date of Amendment: July 14, 2025

## Students

### Extracurricular Activity

#### **Section 1 Extracurricular Activity Philosophy**

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

#### Safety

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

#### Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

## **Section 2 Extracurricular Activity Code of Conduct**

Purpose of the Code of Conduct. Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures and rules.

### **Scope of the Code of Conduct.**

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, Pep Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.

A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA or FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

**Grounds for Extracurricular Activity Discipline.** Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

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, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person 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, 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 a 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 another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a 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 (including personal safety or security devices, such as tasers, mace and pepper spray, unless a District administrator gives prior approval) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
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.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. 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, national origin, or religion.
- ~~14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.~~
15. Willfully violating the behavioral expectations for those students riding [Name] Public Schools buses or vehicles used for activity purposes.
16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
18. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
19. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations in writing.

20. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

### **Drug and Alcohol Violations.**

#### **Meaning of Terms.**

Use or consume includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.

Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.

Possession includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

- (1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
- (2) Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol.

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

### **Consequences.**

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration.

The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

**Drugs and Alcohol.**

An activity participant who violates the drug or alcohol rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 45 days.
2. Second or Any Subsequent Offense: One calendar year.
3. Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to 21 days for the first violation. A commensurate reduction (approximately one-half, as determined by the administration) for a second or subsequent violation shall be given for self-reporting.
4. Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation).  
The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.
5. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing, and may be established in the good discretion of the administration.

**Steroid Offenses.** A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 30 consecutive days.
2. Second or Any Subsequent Offense: One calendar year.

**When Suspensions Begin.** All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

**Letters and Post-Season Honors.** A student who commits a Code of Conduct violation is:

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

**Self-Reporting.** A student who violates the Code of Conduct must self-report. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

**Determining a Violation Has Occurred.** A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without

limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.

3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

**Procedures for Extracurricular Discipline.** The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
  - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
  - b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
  - a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.

- b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.
- c. If a hearing is requested:
  - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
  - ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
  - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.
  - iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

### **Section 3     Attendance**

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined under the school's attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

#### **Section 4 Academic Standards**

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities, students must:

1. Be enrolled in at least 25 credit hours in the semester of participation.
2. Maintain passing grades in all courses. A student who is not passing one or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances if the grade remains below passing one week after progress reporting time. The student will remain ineligible until the student is passing all classes.
3. Maintain an overall "C" average to participate in extracurricular activities, except school dances.
4. Academic requirements do not apply to:
  - (A) Instructional field trips which are a part of the scheduled course learning experience; or
  - (B) Activities or events which are a part of the student's grade requirements.

Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296

Date of Adoption: August 15, 2023

Date of Amendment: July 14, 2025

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296

Date of Adoption: August 15, 2023

Date of Amendment: July 14, 2025



StudentsStudent Discipline

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

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- 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.

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.

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 pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement 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 student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or 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.
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. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and~~

~~substantially disrupt the work and discipline of the school, dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.~~

16. Willfully violating the behavioral expectations for riding school buses or vehicles.
17. 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.
18. 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 dangerous to the health and safety of anyone or interferes** 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.

~~On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.~~

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

## 2. Academic Integrity.

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

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

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:
- (1) “Cheating” means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:
    - (a) Tests (includes tests, quizzes and other examinations or academic performances):
      - (i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
      - (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
      - (iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
      - (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
      - (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.

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

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

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

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

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

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

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

(2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

(a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit.

Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

- (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
- (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
- (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
- (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
- (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

- a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices 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 electronic devices, and procedures to address student misuse of electronic devices.
- b. Definitions.
- (1) “Electronic devices” include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
  - (2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
    - (i) 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
    - (ii) 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,
    - (iii) 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 Devices.
- i. Unless expressly approved by the teacher, school staff member, or a school administrator, electronic 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, including voice calls, text messaging, digital imaging and listening to music.
  - ii. A student is permitted to possess and use electronic devices before school hours, at lunchtime (high school only), during passing periods (high school only), and after school hours, provided that the student not commit any abusive use of the device (see paragraph (4)(a)). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are

appropriate; an announcement will be given in the event of such a change in permitted use.

iii. Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan.

d. Violations

i. Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) or otherwise transmitting images and/or sounds of another person or persons, without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) “sexting;” or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

ii. Disposition of Confiscated Electronic Device

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

school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

d. Subsequent Violations: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until at least the conclusion of the school day and as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device. Additionally, Detention, ISS, or OSS may be assigned.

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

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

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

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

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

- E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:
1. 1st Offense: Student will be confronted and directed to cease.
  2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
  3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.
- If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.
- F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:
- a. Seeds are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be consumed outside.
  - a. Students are expected to bring all books and necessary materials to class. This includes study halls.
  - a. Assignments for all classes are due as assigned by the teacher.
  - a. Students are not to operate the mini-blinds or the windows without permission of the teacher.
  - a. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
  - a. Students are to be in their seats and ready for class on the tardy bell.
  - a. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
  - a. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
  - a. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
  - a. Snow handling is prohibited.
- G. Law Violations
1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the

decision of whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.

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

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

Date of Adoption: August 15, 2023  
Date of Amendment: July 8, 2024  
[Date of Amendment: July 14, 2025](#)

Instruction

Behavioral Intervention and Classroom Management

1. Purpose

The District is committed to creating a learning environment where every individual is valued, respected, and supported. This Policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. This Policy further provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

2. General Principles

As part of the District’s commitment to all students, the Board hereby implements a tiered-system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success.

This Policy does not replace or alter the Student Discipline Act when behaviors warrant student disciplinary action under that Student Discipline Act.

3. Standards

<b>Tier 1: Universal Supports</b>			
	<b>District Level</b>	<b>School Level</b>	<b>Classroom Level</b>
<b>Sound Infrastructure &amp; Shared Leadership</b>	Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability.	Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies.	Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors.
<b>Layered Continuum of Support</b>	Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior.	Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students.	Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors.
<b>Data-Based Decision-Making</b>	Implement a district-wide behavior data system for tracking	Use behavioral data to assess school culture,	Collect and reflect on classroom behavior data to identify patterns or

	student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	climate and adjust universal supports.	unanticipated signs of distress and adjust teaching practices as needed.
<b>Communication and Collaboration</b>	Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.
<b>Tier 2: Targeted Supports</b>			
	<b>District Level</b>	<b>School Level</b>	<b>Classroom Level</b>
<b>Sound Infrastructure &amp; Shared leadership</b>	Provide a menu of evidence-based Tier 2 intervention and training for implementation.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom that align with school and district policies.
<b>Layered Continuum of Support</b>	Allocate resources to support targeted interventions, such as additional staff or training for small group supports.	Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching.	Provide additional supports like daily progress monitoring and structured break.
<b>Data-Based Decision-Making</b>	Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed.	Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems.	Document daily data on student progress to evaluate the impact of interventions.
<b>Communication and Collaboration</b>	Facilitate communication between schools, families, and community partners about available Tier 2 supports.	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting.	Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior goals at home.
<b>Tier 3: Intensive, Individualized Supports</b>			
	<b>District Level</b>	<b>School Level</b>	<b>Classroom Level</b>
<b>Sound Infrastructure &amp; Shared leadership</b>	Ensure access to specialized staff to design and oversee intensive interventions.	Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior	Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies.



		Intervention Plans (BIPs).	
<b>Layered Continuum of Support</b>	Coordinate external services and resources for students requiring wraparound support beyond the school.	Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students.	Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors.
<b>Data-Based Decision-Making</b>	Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness.	Use detailed, frequent data collection to refine and adjust BIPs based on student progress.	Implement daily monitoring and adjust individualized strategies as data indicates.
<b>Communication and Collaboration</b>	Partner with community agencies to align supports for students with complex needs.	Conduct regular meetings with families to review and revise plans based on student progress.	Provide ongoing feedback to families and specialists about the student's daily performance, progress, and needs.

#### 4. Addressing Dysregulated Behavioral and Classroom Removal

This Policy outlines a structured approach for managing dysregulated behavior that disrupts the learning environment or poses safety concerns. The aim is to ensure the safety and well-being of all students and staff, while supporting the student in developing self-regulation skills and reintegrating into the classroom.

##### A. Criteria for Removal

- i. *Safety Concerns*: Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
- ii. *Disruption to Learning*: Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
- iii. *Attempted Interventions*: Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.

##### B. Procedure for Removal

- i. *Behavior Documentation*: The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior must be included.
- ii. *Safe Transition*: The student is escorted to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition.
- iii. *Notification*: Parents or guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

#### C. Post-Removal Actions

- i. *Restorative Meeting*: A meeting involving the student, parents or guardians, teacher or other designated staff member, and administrator may be scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
- ii. *Behavior Support Plan (if needed)*: For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's needs. The plan may include strategies such as check-ins, mentoring, or additional behavioral learning supports.

#### D. Transition Back to the Classroom

- i. *Reintegration Plan*: The student returns to the classroom with appropriate support, which may include a reintegration checklist, a designated buddy, or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.
- ii. *Ongoing Support and Monitoring*: Follow-up meetings with the student, teacher or other designated staff member, and parents/guardians are scheduled to evaluate progress. Data from behavior observations are used to adjust interventions and supports as needed.
- iii. *Focus on Positive Growth*: A strengths-based approach is applied to recognize and reinforce improvements in behavior.

#### 5. Communication and Collaboration

Families are partners in addressing the student's behavior and supporting reintegration. School staff will provide clear and transparent communication about any incident, the student's plan for return, and available resources. Collaboration will also occur between general education, special education, school psychologist, behavior specialists, school counselors, and/or social workers to ensure all supports align with the student's needs and strengths.

#### 6. Required Training

The District will ensure that school employees are trained in behavioral awareness and intervention as required by this Policy and state law. The Superintendent is hereby delegated the authority and responsibility to develop or contract for such training and to ensure that the appropriate staff receive said training as required by state law.

#### 7. Monitoring and Feedback

Parents, guardians, students, advocates and community members are encouraged to provide feedback on this Policy and the District's actions under this Policy. The Superintendent or

designee is also directed to provide any feedback to the Board of Education as the Superintendent deems appropriate.

Legal Reference: Neb. Rev. Stat. § 79-262.01

Date of Adoption: July 14, 2025

**FORMS FOR HEALTH RELATED ADMISSION REQUIREMENTS**

- 1. Notice of Requirements for Student Admission—Birth Certificate, Immunization, Physical Examination and Visual Evaluation**
- 2. Immunization—Affidavit of Refusal—For Reason of Religious Conflict**
- 3. Immunization—Affidavit of Refusal—For Reason of Religious Conflict (Alternative: HHS Form)**
- 4. Immunization—Affidavit of Refusal—For Medical Reason (HHS Form)**
- 5. Immunization—Medical Documentation of Varicella (Chickenpox) Disease (HHS Form)**
- 6. Physical Examination or Visual Evaluation---Parent Objection Form**
- 7. Waiver of Physical Examination/Visual Evaluation Requirement (HHS Form)**
- 8. Affidavit (For Child to Enroll Early in Kindergarten)**
- 9. Request for Non Disclosure of High School Personal Information to Institutions of Higher Education and Military Recruiters**
- 10. Section 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information**

**NOTICE OF REQUIREMENTS FOR STUDENT ADMISSION—  
BIRTH CERTIFICATE, IMMUNIZATION, PHYSICAL EXAMINATION  
AND VISUAL EVALUATION**

Nebraska law requires that the parents or legal guardian furnish the following documents as a condition of admission to school:

1. A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
2. Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
3. Evidence of a visual evaluation (for school year 2015-2016 and each school year thereafter) by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
4. Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox) and Haemophilus Influenzae type b (Hib) and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law (refer to Health and Human Services regulations, 173 NAC 3).
5. On and after July 1, 2010, every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

Forms to submit objections are available from the school.

The following information is provided to assist a parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify: Information about free or reduced-cost visual evaluations may be obtained from the Nebraska Foundation for Children's Vision (NFCV), [nechildrensvision.org](http://nechildrensvision.org), 1633 Normandy Court, Suite A, Lincoln, NE 68512—Fax 402-476-6547—Phone 402-474-7716. To identify a participating SEE TO LEARN doctor nearest you, call 1-800-960-3937. For assistance from VISION USA call 1-800-766-4466. In addition, Lions Clubs throughout Nebraska are committed to assisting disadvantaged families by sponsoring eye exams and eyewear. NOA member doctors will provide eye exams at no cost if no other resources are available.

**AFFIDAVIT OF REFUSAL OF IMMUNIZATION--  
FOR REASON OF RELIGIOUS CONFLICT  
(For School Admission)**

The undersigned, being first duly sworn, states upon oath as follows

This affidavit is submitted for the following child: \_\_\_\_\_.

I state that I am submitting this affidavit in the position of (*initial* as appropriate):

- \_\_\_\_\_ Self, as I am the child and I am of the age of majority
- \_\_\_\_\_ As a legally authorized representative of the child based on (insert description of legal authority; e.g., parent or legal guardian):

\_\_\_\_\_

I understand that state law requires that the child be protected by immunization against certain contagious diseases prior to enrollment in school. I hereby swear and affirm that such immunization requirements (*initial* as applicable):

- \_\_\_\_\_ Conflict with the tenets and practice of a recognized religious denomination of which the child is an adherent or member; or
- \_\_\_\_\_ Conflict with the personal and sincerely followed religious beliefs of the child.

I will not hold Laurel-Concord-Coleridge School responsible for any injury or harm caused by or relating to such refusal to obtain immunization for the child.

**IN WITNESS WHEREOF**, this affidavit is signed and acknowledged this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Affiant

STATE OF NEBRASKA            )  
  )  
COUNTY OF \_\_\_\_\_ )       **ss.**

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_ by \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

[Legal Reference: Neb. Rev. Stat. sections 79-217 and 79-221; HHS Regulation 173 NAC 3]

**AFFIDAVIT  
Refusal of Immunization of Student for Religious Reasons**

State of Nebraska

ss.

County of

**This Affidavit is being submitted on behalf of**

\_\_\_\_\_  
(Name of Student)

\_\_\_\_\_  
(Birthdate of Student)

**If the student is of the age of majority:**

I, \_\_\_\_\_, of lawful age and being first duly sworn,  
(Name of Affiant/Student)  
depose and state as follows:

Immunization conflicts with the tenets and practice of a recognized religious denomination of which I am an adherent or member or immunization conflicts with my personal and sincerely followed religious beliefs.

**If the student is a minor:**

I, \_\_\_\_\_, as legally authorized representative of  
(Name of Affiant)

, of lawful age and being first duly sworn,  
(Name of Student)  
depose, and state as follows:

Immunization conflicts with the religious tenets and practice of a recognized religious denomination of which the student is an adherent or member or immunization conflicts with the student's personal and sincerely followed religious beliefs.

\_\_\_\_\_  
(Signature of Affiant)

**SUBSCRIBED AND SWORN** to before me this \_\_\_\_\_ day of \_\_\_\_\_

Notary Public

**REFUSAL OF IMMUNIZATION  
For Medical Reasons**

**As the physician of:**

Child's Last Name	First Name	Age
Birth Date	School	Grade

**A. I have elected to not immunize this student against the following disease(s): (check box\*)**

- Diphtheria
- Tetanus
- Pertussis
- Polio
- Measles (Rubeola)
- Mumps
- Rubella (German Measles)
- Hepatitis B
- Varicella (chickenpox)

**In my opinion, this/these immunization(s) would be injurious to the health and well-being of**

- The student
- A member of the student's household or family

Comments \_\_\_\_\_

\_\_\_\_\_  
Signature of Physician                      Date

\* Each disease for which a vaccine has not been administered must be checked. Parent / guardian must submit dates of immunization for all other diseases.

Printed from the Nebraska Health and Human Services System Web site. [www.hhs.state.ne.us](http://www.hhs.state.ne.us)

**Documentation of Varicella (Chickenpox) Disease**

(To be filled out by the parent, guardian, or medical provider of the child/student)

This document is being submitted on behalf of:

\_\_\_\_\_

(Name of child/student)

(Birth date of child/student)

I \_\_\_\_\_ verify that the above listed child/student  
Parent/Guardian/Medical Provider

had the varicella disease in \_\_\_\_\_ (year).

\_\_\_\_\_  
(Signature of parent/guardian/medical provider)

**PARENT OBJECTION TO  
PHYSICAL EXAMINATION OR VISUAL EVALUATION  
(For School Admission)**

I am the parent or guardian of the following children who are enrolling in the beginner grade or seventh grade in Laurel-Concord-Coleridge School, or who are transferring from out of state into any grade in Laurel-Concord-Coleridge School:

Child No. 1: \_\_\_\_\_  
Child No. 2: \_\_\_\_\_

I understand that state law requires that the school be provided with: (1) evidence of a physical examination by a physician, physician's assistant, or nurse practitioner and (2) a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist. The physical examination and visual evaluation is required to be completed within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. No such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing.

I hereby object in writing to the:

\_\_\_\_\_ physical examination  
\_\_\_\_\_ visual evaluation  
(check one or both)

for the above named child(ren). I will not hold Laurel-Concord-Coleridge School responsible for any injury or harm caused by or relating to such refusal to obtain a physical examination of visual evaluation for the above named child(ren).

Dated this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Parent or Guardian

*[Legal Reference: Neb. Rev. Stat. sections 79-214(3) and 79-220]*



**Department of Health and Human Services**  
**Waiver of Physical Examination/Visual Evaluation Requirement**

School Name (if desired)

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*Note to Parent/Guardian: please complete and return to the school health office if you wish to have your child waived from these requirements as allowed by Nebraska law. If you have questions, please contact the school nurse or the school office. Thank you.*

As a Parent/Guardian of - Student Name	Student ID#
School Name	Grade

I object to the following requirements for school entry as legislated in Nebraska Revised Statutes 79-214 and 79-220.

Check which apply:

- Physical examination by a licensed physician, physician assistant or advance nurse practitioner within six months prior to school entry. *(Applies to: Kindergarten or beginner grade, out of state transfers to any grade, and seventh grade).*
- Visual evaluation by a licensed physician, physician assistant, advanced nurse practitioner, or vision professional (optometrist or ophthalmologist) within six months prior to school entry. *(Applies to: Kindergarten or entry grade and out of state transfer to any grade).*

I understand that I may request information to assist me in receiving information about reduced-cost vision examination as required by NRS 79-220.

I understand provisions in the law allow me to waive the requirement for this examination by my signed statement.

SIGN HERE \_\_\_\_\_  
 Signature of Parent/Guardian Date

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Summary of the School Immunization Rules and Regulations

<b>Student Age Group</b>	<b>Required Vaccines</b>
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1 <sup>st</sup> Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4 <sup>th</sup> birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7 <sup>th</sup> grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: <http://www.hhs.state.ne.us/reg/t173.htm> (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)  
 Updated 1/25/2017



**Request For Non Disclosure of  
High School Student Personal Information  
To Institutions of Higher Education or Military Recruiters**

I hereby request that the name, address, and telephone listing of \_\_\_\_\_ (name of student), a high school student at [Name] Public Schools, not be released without prior parental consent to:

\_\_\_\_\_ institutions of higher education

\_\_\_\_\_ military recruiters

(check one, both, or none)

Signed by: \_\_\_ Student \_\_\_ Parent (Check One)

\_\_\_\_\_ Signature/Date

\_\_\_\_\_ Print Name

\_\_\_\_\_ Address

\_\_\_\_\_ City/State/Zip Code

*Note to students/parents: This certificate can be signed by either student or a parent. The provision of this form does not reflect the position of Laurel-Concord-Coleridge School that the request for non-disclosure should or should not be made.*

“SEC. 9528. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

“(a) POLICY.—

“(1) ACCESS TO STUDENT RECRUITING INFORMATION.—Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.

“(2) CONSENT.—A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

“(3) SAME ACCESS TO STUDENTS.—Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

20 USC 7908.

InstructionTitle I Parental and Family Engagement Policy

The written District Parent and Family Engagement Policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Legal Authorities: 20 U.S.C. §§6318 and 7801(32)

Date of Adoption: August 10, 2015  
Date of Amendment: August 13, 2018  
Date of Review: May 13, 2024



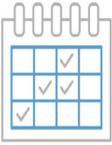
# Nebraska Rural Community Schools Association

*Member Update*

*June 5, 2025*



*Photo Credit: Doniphan-Trumbull Public Schools*



# NRCSA Calendar

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## **NRCSA Events**

### **NRCSA Golf Tournament**

July 22, 2025

Meadowlark Hills Golf Course in Kearney

[More about this event](#)

### **NRCSA New Superintendent Lunch**

July 23, 2025

At Administrator Days

Time & location TBD

### **NRCSA District Meetings**

August to October 2025

Dates, times, & locations TBD

### **NRCSA Legislative Forum**

February 26, 2026

Cornhusker Hotel in Lincoln

[More about this event](#)

### **NRCSA Spring Conference**

March 18 & 20, 2026

Crowne Plaza & Younes North Convention Center in  
Kearney

[More about this event](#)

## **Committee Meetings**

### **NRCSA Executive Committee**

June 18, 2025, 10:00 AM Mountain Time

Ogallala Public Schools

### **2025-26 NRCSA Executive Committee**

July 23, 2025

At Administrator Days

Time & Location TBD

## *NRCSA Search Service*

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**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.**



**Boyd County Schools**  
Search Complete



**Lawrence-Nelson Public Schools**  
Search Complete



**Pawnee City Public Schools**  
Search Complete



**Shelton Public Schools**  
Search Complete

Access the Members area of [www.nrcsa.net](http://www.nrcsa.net) anytime.  
**Login: member Password: learning**

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## ***NRCSA Updates***

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**The 2025 regular session of the Unicameral is now completed.** The legislature adjourned sine die on Monday, June 2. While there were passed bills still needing the Governor's signature, he indicated he would not veto any of the remaining adopted bills. NRCSA's final summary may be accessed here:

### **[NRCSA's Bill Summaries](#)**

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**We had several leadership positions that needed to be filled for the 2025-26 school year.** Some positions are elected, while some committee positions are appointed. Positions that were filled via elections:

**PRESIDENT-ELECT** Stephanie Kaczor of Riverside was chosen as the President-Elect.

**SECRETARY** Jeremy Braden of Doniphan-Trumbull was elected as Secretary to the Executive Committee.

**SOUTHEAST DISTRICT REPRESENTATIVE** Andy Havelka of Freeman was elected as the Southeast District Representative to the Executive Committee..

**WEST DISTRICT REPRESENTATIVE** Ginger Meyer, of Chadron was elected as the West District Representative to the Executive Committee.

We will also be filling vacancies that come about in the Legislative Committee, Scholarship and Recognition Committee, Closing the Achievement Gap Committee, and Rural Teacher Committee. Executive Director Jack Moles will recommend people to fill positions based on interest expressed by potential candidates. The Executive Committee will approve appointments at its June meeting.

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**NRCSA's annual membership drive will begin in July.** Annual Dues remain at \$850. Notices will be sent in time for July board meetings. You are welcome to pay your dues in this fiscal year or the next. Last year we had 224 school districts, ESU's, and State colleges and we expect to continue our annual growth. 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,

## **NRCSA Leadership**

Dr. Heather Nebesniak, President.  
Ord Public Schools

Mark Lenihan, Past President.  
Wayne Community Schools

Chris Kuncl, Pres-Elect.  
Mullen Public Schools

Chris Prosocki, Secretary.  
Southern School District # 1

### **District Representatives:**

Eugene Hanks, West  
Crawford Public Schools

Dale Hafer, North Central  
Ainsworth Community Schools

Daryl Schrunk, Northeast  
Randolph Public Schools

Paul Sheffield, Southeast  
Exeter-Milligan 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:**

Tim Heckenlively,  
Falls City Public Schools

Jim Widdifield  
Minden Public Schools

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.

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## NRCSA SPRING CONFERENCE

**We continue to celebrate the recipients of the NRCSA “Outstanding Awards” who were recognized at the NRCSA Spring Conference. They were:**

- OUTSTANDING ELEMENTARY TEACHER: Kari Schroeder, Syracuse-Dunbar-Avooca
- OUTSTANDING SECONDARY TEACHER: Kimberly Bender, Humphrey
- OUTSTANDING MUSIC TEACHER: Kim Hammer, Weeping Water
- OUTSTANDING ESU STAFF MEMBER: Scott Jones, ESU 16
- OUTSTANDING CLASSIFIED STAFF MEMBER: Juli Klingelhoefler, Amherst
- OUTSTANDING PRINCIPAL: Keri Homan, Crawford
- OUTSTANDING BOARD OF EDUCATION MEMBER: Mike Stracke, Stuart
- OUTSTANDING SUPERINTENDENT: Dale Hafer, Ainsworth



*DALE HAFER*



*KERI HOMAN*



*SCOTT JONES*



*JULI KLINGELHOFER*



*KIM HAMMER*



*KARI SCHROEDER (ALSO GARY ANDERSON,  
2000 NRCSA OUTSTANDING PRINCIPAL)*



*KIMBERLY BENDER*



*MIKE STRACKE*

Also at the NRCSA Spring Conference, KSB School Law and the Perry Law Firm were honored as the 2025 NRCSA Friend of Rural Education Award recipients.



*REPRESENTATIVES OF KSB SCHOOL LAW & PERRY LAW FIRM—RECIPIENTS OF THE FRIEND OF RURAL EDUCATION AWARD*

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## **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.

This year we have already assisted the Boards of Education at Lawrence-Nelson, Boyd County, Pawnee City, and

Shelton in their Superintendent searches.

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.

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@nrca.net](mailto:jmoles@nrca.net) or by phone at 402-335-7732.

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.

[NRCSA Search Service Experience](#)

[NRCSA Planning Support Brochure](#)

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### **2025 NRCSA Joe Toczek Golf Tournament**

The 2025 NRCSA Joe Toczek Golf Tournament will be held on Tuesday, July 22, 2025 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.

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### **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](mailto: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:

*Dear friends,*

*On behalf of the team at OpenSky, I want to thank you for the work you have done to prepare for the important policy work ahead for all of us this year.*

*We wanted to take an opportunity to share a few quick reference materials we have developed that we think will be especially useful this session (attached).*

1. *A one-page guide to TEEOSA, the K-12 public school funding formula. With significant changes promised to the formula in pursuit of property tax relief, we felt it was important to share the current state of play.*
2. *A guide on the budget process, including a timeline, who is involved, and a breakdown of important components of the state budget. With a significant deficit heading into session, lawmakers will grapple with complex decisions regarding spending. At OpenSky, we are ready to work towards a budget that reflects the priorities of Nebraskans and allows everyone a shot at The Good Life, and we look forward to partnering with you in this work.*

*I also wanted to introduce you to some new members of our team who you may interact with during the upcoming session:*

*Lillian Butler-Hale joins our team as Outreach and Engagement Director. She replaces Joey Adler Ruane, who will continue to support OpenSky for some time from his new role with the lobbying firm Lindsay Harr MacDonald. Lillian was most recently in the office of Senator Jen Day and will be a great asset to the team during this session. Please make sure to say hello when you see her in the rotunda.*

*Noah Rhoades just joined us in a new role as Outreach and Engagement Manager. He will support our legislative work as well as community engagement and outreach efforts, including coalition building. We are excited to have him on board.*

*We are also launching a refreshed website at [www.openskypolicy.org](http://www.openskypolicy.org), and last, but not least, we have moved! Same building, bigger office. Please make note that our new address is 1325 H Street, Suite 200 Lincoln, NE 68508. We look forward to welcoming you to our new space soon, when we are a little more settled.*

*We are excited to work alongside all of you this session, and here to be a resource. Don't hesitate to reach out to me or anyone on the team if you need us.*

*Onward,  
Rebecca*

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

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**One of the more outstanding student academic activities that I've had the pleasure of working with is Academic Decathlon.** The nation-wide program provides a prescribed course of study each year. Teams are made up of students of different academic abilities. Students with an "A" average compete against other students with an "A" average, students with a "B" average compete against other students with a "B" average, and students with a "C" average compete against other students with a "C" average. Schools can choose how they prepare for competitions. Some teams meet after school or in the evenings, while some schools offer a class.

There is a regional competition in January, with the State Championships being held in February. Students compete for medals at both events. Scholarships are awarded to members of teams who are successful in the competitions. Three of my four children competed in Academic Decathlon and between them were awarded thousands of dollars in scholarships.

This past year, two NRCSA-member schools qualified for the State Championship: Amherst and Johnson County Central.

Each year there is a central theme for the Academic Decathlon curriculum. For the 2025-25 school year, the theme is "The Roaring 20's". Music, art, and literature will cover the Jazz Age.

If you would like get more information on the Nebraska Academic Decathlon, please contact NRCSA Executive Director Jack Moles of one of the Nebraska Academic Decathlon Co-Executive Directors:

Ardis Moody [ardis.moody@gmail.com](mailto:ardis.moody@gmail.com)

Cris Hay-Merchant [chaymerchant@bellevue.edu](mailto:chaymerchant@bellevue.edu)



JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM



AMHERST ACADEMIC DECATHLON TEAM

**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 for the 2024-25 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. Application materials for Spring scholarships were distributed to member Superintendents and ESU Administrators, who were then asked to share with potential candidates in their buildings. The NRCSA Scholarship and Recognitions Committee selected the three Spring semester scholarship winners.

Applications for the 2026 Spring semester scholarships will be open in the fall, at a date to be determined.

NRCSA Executive Director Jack Moles visited Fairbury, Harvard, and Summerland to make the scholarship presentations of the Fall scholarships. The three recipients are Mary LeFave of Fairbury, Ryan Kile of Harvard, and Shayna Strope of Summerland.

Ryan Kile is currently a paraeducator at Harvard High School. He is working on a teaching certificate in Secondary Business Education through Chadron State College.

Mary LeFave is currently a paraeducator at Fairbury High School. She is working on a teaching certificate in 7-12 Biology through the University of Nebraska-Kearney.

Shayna Strope is currently a paraeducator at Summerland Elementary School. She is working on a teaching certificate in Elementary Education through Chadron State College.



*FAIRBURY SUPT DEVIN EMBRAY, MARY LEFAVE, JACK MOLES    HARVARD SUPT MICHAEL DERR, RYAN KILE, JACK MOLES*



*SUMMERLANDE SUPT. MOLLY ASCHOFF, ELEM PRINCIPAL CATHY COOPER, SHAYNA STROPE, JACK MOLES*

**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 this “early” 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](#)**

**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 2024-25, over 100 districts/ESUs participated in the program. We currently have **109** entities using the program. 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 2024-25, the rebate was over \$34,000 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](mailto:jmoles@nrca.net)) or Jeff Bundy ([jbundy@nrca.net](mailto:jbundy@nrca.net)).

**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 128 such meetings. I most recently attended the Board meetings at Wakefield and Allen on May 12.

I am scheduled to attend the following Board of Education meetings in the near future:

**Wednesday, June 11:** Emerson-Hubbard

**Monday, June 16:** Perkins County

I have really enjoyed attending meetings 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.

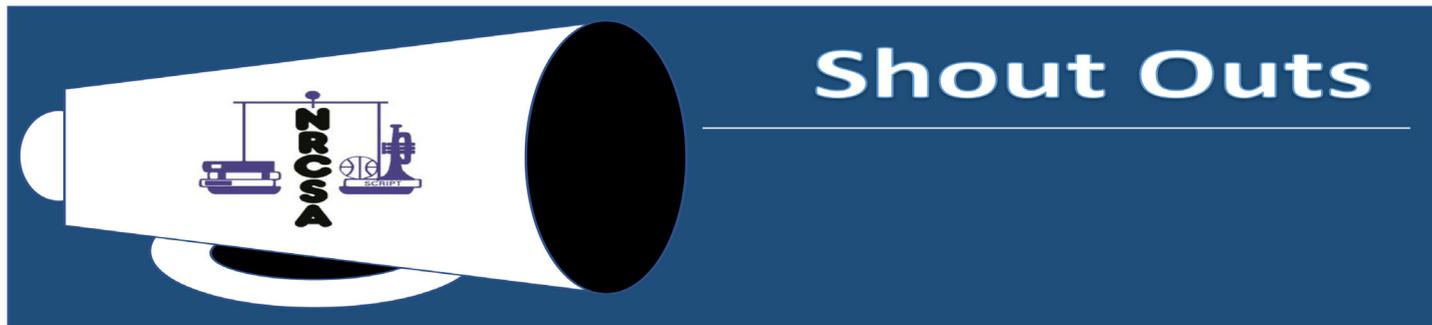


*WAKEFIELD BOARD OF EDUCATION AND ADMINISTRATION*



*ALLEN BOARD OF EDUCATION AND ADMINISTRATION*

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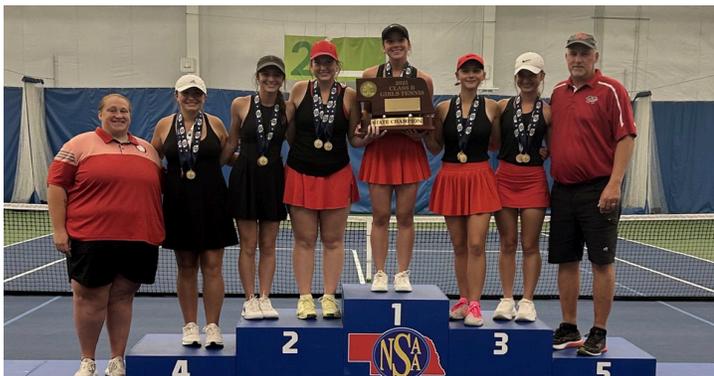
**NRCSA wishes to share in the celebration of the special accomplishments and recognitions going on in our member schools and ESUs.**

**June 2025:**

**\* Several seniors from NRCSA-member schools were recognized in the Omaha World-Herald's All-Academic Recognitions. Among the more highly recognized:**

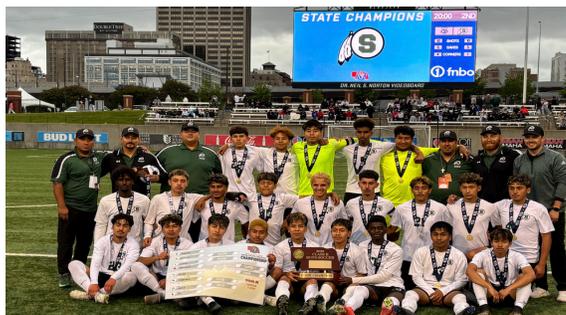
- ALL EASTERN ACADEMIC FIRST TEAM: Jordyn Clinchard of Wayne.
- ALL WEST-CENTRAL ACADEMIC FIRST TEAM: Kit Brooks of Central City, Taylor Burge of Gothenburg, Patrick Bursaw of Ravenna, George Colton of Chase County, Ryder Potts of Perkins County, Austin Schmidt of Heartland, Logan Spence of Boone Central, Nicholas Weides of Holdrege
- ALL EASTERN ACADEMIC SECOND TEAM: Norah Armstrong of Wayne, Olivia Hanson of Wayne, Joe Burns of Arlington, Sarah Lange of Raymond Central
- ALL WEST-CENTRAL ACADEMIC FIRST TEAM: Katie Abbott of Hershey, Caleb Rowe of Central City, Parker Walahoski of Overton, Elliott Balcom of Northwest

**\* McCook won the Class B Girls Tennis State Championship. Brooklynn Gillen of McCook was the Class B #2 Singles State Champion. Isabelle Clause and Roslyn Wiemers of McCook were the Class B #1 Doubles Champions.**



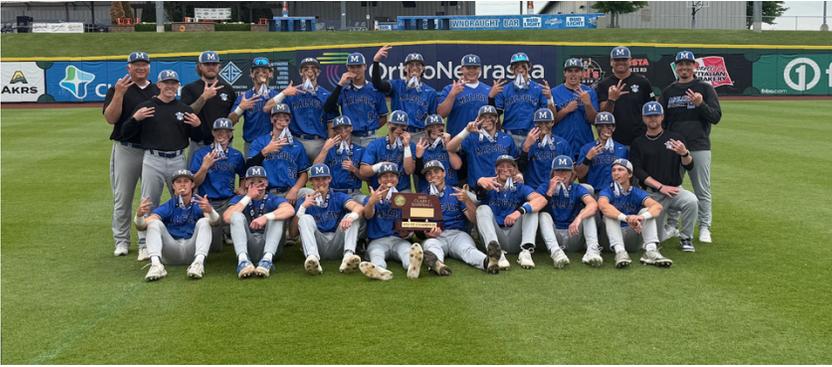
*MCCOOK GIRLS TENNIS TEAM*

**\* Schuyler won the Class B Boys Soccer Championship.**



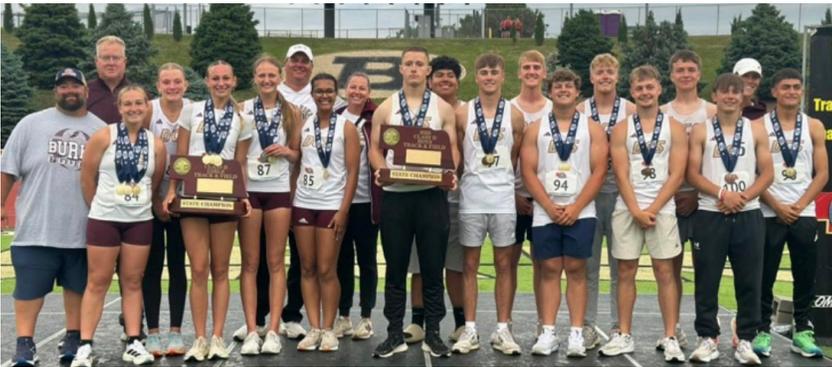
*SCHUYLER BOYS SOCCER TEAM—1ST TIME STATE CHAMPIONS!*

**\* Malcolm won the Class C State Baseball Championship. The co-op of Central City and Centura finished as Runner-up.**



*MALCOLM BASEBALL—THIRD CONSECUTIVE CLASS C STATE CHAMPIONSHIP!*

**\* Dundy County Stratton was the Class D State Champion in both Girls and Boys Track.**



*DUNDY COUNTY STRATTON GIRLS AND BOYS TRACK TEAMS—BOTH CLASS D STATE CHAMPS!*

**\* Perkins County won the Class C Boys State Track championship. West Holt was the Runner-up.**



*PERKINS COUNTY BOYS TRACK TEAM*

**\* Syracuse was the Class C Girls State Track Runner-up.**

**\* Axtell was the Class D Boys State Track Runner-up.**

**\* Athletes from NRCSA-member schools had great success at the State Track Meet. Individual and relay champions were:**

- ALL CLASS GOLD MEDALS: Boys Discus-Noah Rau, Chase County; Girls Shot Put-Kennedy Bailey, Dundy County Stratton; Boys High Jump-Isaac Cronin, Valentine; Boys Pole Vault-Boston Irish, Cozad, Girls 300

Hurdles-Addison Darnell, Auburn

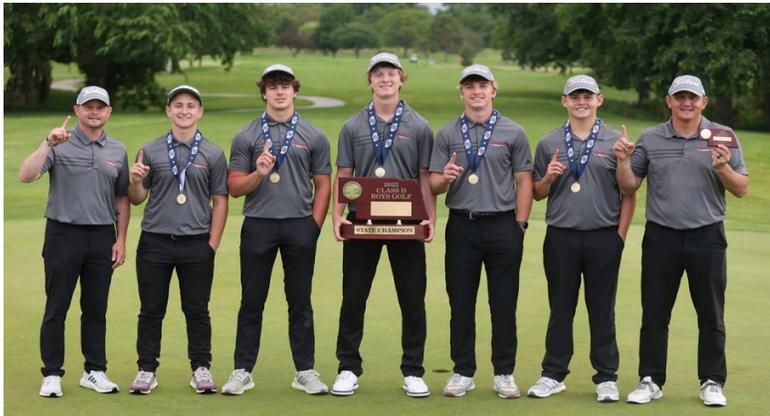
- CLASS B GIRLS: Discus-Erinn Briggs, Lakeview; 400-Story Rasby, Ogallala; 100-Kyra Ray, Northwest; 300 IH-Addison Darnell, Auburn; Boys High Jump-Isaac Cronin, Valentine; Boys Pole Vault-Boston Irish, Cozad; Girls 300 Hurdles-Addison Darnell, Auburn
- CLASS B BOYS: Triple Jump-Bryce Larsen, DC West; 100-Wyatt Dent, Central City; 4 x 100-Central City; Discus-Noah Rau, Chase County; Long Jump-Jonathon Reiners, Adams Central; Pole Vault-Boston Irish, Cozad;
- CLASS C GIRLS: 300 IH-Ashlynn Vestal, Syracuse; 800-Jayden Meyer, Syracuse; 1600-Madison Shaw, Sandy Creek; 4 x 100-West Holt; 4 x 400-West Holt; 4 x 800-Sandy Creek; Discus-Hallee Nickels, Johnson-Brock; High Jump-Trinity Chatfield, Ord; Shot Put-Jaid Wehrle, Battle Creek;
- CLASS C BOYS: 100-Tyrell Fennell, EMF; 200-Andy Ricchio, Battle Creek; 300 IH-Collin Hillman, Palmyra; 400-Brody Galyen, West Holt; 800-Nolan Gartner, Syracuse; 1600-Mason McGreer, Perkins County; 3200-Mason McGreer, Perkins County; 4 x 100-West Holt; 4 x 400-West Holt; Discus-Barrett Wilke, Stanton; High Jump-Isaac Cronin, Valentine; Long Jump-Zavier Mitchell, Alma; Pole Vault-Griffin Jordan, Madison; Shot Put-Barrett Wilke, Stanton; Triple Jump-Nash Morgan, Pender
- CLASS D GIRLS: 100-Clara Spargo, Dundy County Stratton; 200-Clara Spargo, Dundy County Stratton; 300 LH-Abigael Spargo, Dundy County Stratton; 400-Clara Spargo, Dundy County Stratton; 800-Myleigh Weers, Diller-Odell; 1600-Ashley Robertson, Wallace; 3200-Leah Dawson, McCool Junction; 4 x 100-Dundy County Stratton; 4 x 400-Maywood-Hayes Center; 4 x 800-Maywood-Hayes Center; Discus-Kennedy Bailey, Dundy County Stratton; High Jump-Marlea Donahey, Palmer; Pole Vault-Janna Roberts, Osceola; Shot Put-Kennedy Bailey, Dundy County Stratton; Triple Jump-Taylor McIntyre, Central Valley
- CLASS D BOYS: 100-Laken Wissink, Dundy County Stratton; 110 HH-Jake Halvorsen, Axtell; 200-Laken Wissink, Dundy County Stratton; 300 IH-Luke Bailey, Ansley-Litchfield; 400-Will Cacy, Arapahoe; 800-Luc Lopez, Axtell; 1600-Kael Garrett, Medicine Valley; 4 x 100-Dundy County Stratton; 4 x 400-Central Valley; 4 x 800-East Butler; Discus-Brock Bailey, Dundy County Stratton; High Jump-Brock McCarter, Overton; Long Jump-Maddox Wagoner, Kenesaw; Pole Vault-Gage Hammond, Southwest; Shot Put-Brock Bailey, Dundy County Stratton; Triple Jump-Brodey Spurling, High Plains

**\* Several State and State Meet track records were set this year. Athletes from NRCSA-member schools had a hand in many of them. Included were:**

- Girls 100–Taylor McIntyre, Central Valley (Class D State and Class D State Meet records)
- Girls 200–Clara Spargo, Dundy County Stratton (Class D State and Class D State Meet records)
- Girls 400-Clara Spargo, Dundy County Stratton (Class D State and Class D State Meet record)
- Girls 300 Hurdles-Shaydyn Rasby, Ogallala (Class B State record)
- Girls 300 Hurdles-Addison Darnell, Auburn (Class B State Meet record)
- Girls 300 Hurdles-Abigael Spargo, Dundy County Stratton (Class D State Meet record)
- Boys 4 x 100 Relay-West Holt (Class C State and Class C State Meet records)
- Girls 4 x 100 Relay-Dundy County Stratton (Class D State Meet record)
- Boys 4 x 100 Relay–Dundy County Stratton (Class D State and Class D State Meet records)
- Boys 4 x 400 Relay-Central Valley (Class D State and Class D State Meet records)
- Boys 4 x 400 Relay-West Holt (Class C State and Class C State Meet records)
- Girls 4 x 400 Relay-West Holt (Class C State and Class C State Meet records)

- Boys Discus-Noah Rau, Chase County (All Class State, All Class State Meet, Class B State and Class B State Meet records)
- Boys Shot Put-Barrett Wilke, Stanton (Class C State and Class C State Meet records)
- Boys High Jump–Isaac Cronin, Valentine (Class C State Meet record)

**\* Creighton won the Class D Boys State Golf Championship. Loomis finished as the Class D Runner-up. Calvin Wilmes of Creighton won the Class D Boys State Golf individual championship.**



*CREIGHTON BOYS GOLF TEAM*

**\* The Omaha World-Herald (OWH) and Lincoln Journal-Star (LJS) recently announced their All-State Teams for girls and boys soccer. Athletes from NRCSA-member districts who received 1st Team All-State recognition were:**

- BOYS ALL CLASS ALL-STATE: Obed Benazo, Schuyler (OWH, LJS)
- BOYS CLASS B: Obed Benazo, Schuyler (OWH, LJS), David Arciga, Schuyler (OWH, LJS), Edyn Cruz-Lima, Lexington (OWH, LJS), Gasper Juarez, Schuyler (LJS)
- GIRLS CLASS B: Lupe Sanchez, Northwest (OWH, LJS), Evie Keller, Northwest (LJS)

# MEMBER SPOTLIGHT

## Ord Public Schools



**Mascots:** Chanticleers

**Enrollment:** 570

**Location(s):** Ord, NE

**Interesting Fact:** Ord's Chanticleer mascot is the only high school mascot of its kind. We only share with Coastal Carolina University (and who has ever heard of a turquoise rooster!?!).

We recently were featured in a nationwide high school mascot challenge and made it to the Final Four challenge. This was pretty impressive considering it was based solely on votes and The Chanticleers were up against mascots from across the United States. In one of the challenges, Ord Chanticleers received over 325,00 votes. It was a neat way to help put Ord on the map!

**Superintendent:** Dr. Heather Nebesniak

**Principals:** Doug Smith, Elementary  
Aaron Snyder Jr/Sr High

**Board of Education:** (L to R) Jake Sikyta, Dan Beran, Jay Knapp, Dawn Skibinski, Heidi Proskocil, Tom Thompson



This spring, Ord High School was selected as the site for the University of Nebraska Husker Spring Volleyball Match. It was a very exciting time for our community! We were the smallest school that they had selected for their on-the-road spring game and it was an honor to roll out the red carpet for the Huskers! The match sold out in 27 minutes and we packed the gym on May 3rd with over 1600 fans for this event. The town was painted red as there were local events throughout the downtown, the area Young Farmers Association provided tractor shuttle rides from the fairgrounds to help with parking, and we hosted a coaching clinic along with the event so our Junior High volleyball athletes got to participate. It was a true community event and it wouldn't have happened if our community hadn't supported the bond initiative in 2010 so that we were able to update and expand our facility. Go Chants! Go Big Red!



Chanticleer Gym all decked out for the Huskers!



Dr. Nebesniak with the UNL Husker Volleyball Team



Rebekah Allick on the ChantVision Screen!

## Programs:

A recent success that we have had is with our FCS/FCCLA program. In the 2021-22 school year, we added a Family and Consumer Science Teacher to our staff. The position had been vacant for about 10 years and there was an increasing interest in having FCS classes back in both the Junior and Senior High schedule. Our first year of the program, we had eleven students qualify for the National FCCLA Conference and have been going strong since. By adding back in this program, we have witnessed an increased engagement with our students and have also contributed to our community by hosting a wide variety of community events. Rachel Hornickel is the FCS Teacher and FCCLA sponsor.



The Ord FFA is a program that has been a foundation of our District for a long time. One unique detail about our FFA program is that we have a FFA Farm. We enter into an annual lease for land that is adjacent to the local ethanol plant. Seed is donated and students work on the planting and then irrigation throughout the summer. Local farmers help with the harvesting and teach our students about the latest technology that farmers and ranchers use. After the harvest is sold, the Ord FFA receives a check for a portion of the profit. It is a great experience for our students to see the complete business cycle from planting to harvesting to planning for the next year. Dave Ference is the Head FFA Sponsor and Chrisinda Ritz is the Assistant FFA Sponsor. Recently Mr. Ference was a finalist for the Nebraska Golden Owl award.



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## Updates from Members & Other Entities

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

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



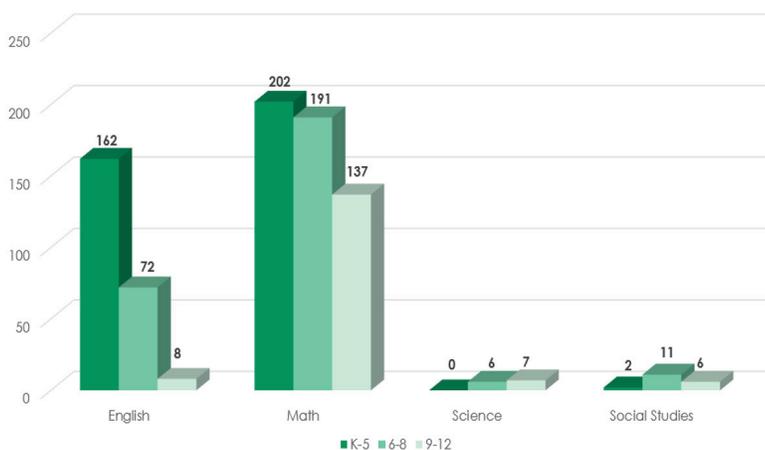
### Nebraska SMART Free Online Tutoring for K-12 Students

#### .Spring 2025 Semester Impact

Tutoring has concluded for the Spring 2025 Semester. Throughout the Spring 2025 Semester, over **810 tutoring sessions** were conducted, providing more than **450 hours of tutoring** to K-12 students across rural Nebraska. This represents an increase over the Fall 2024 Semester, which recorded 735 sessions and over 405 hours of tutoring.

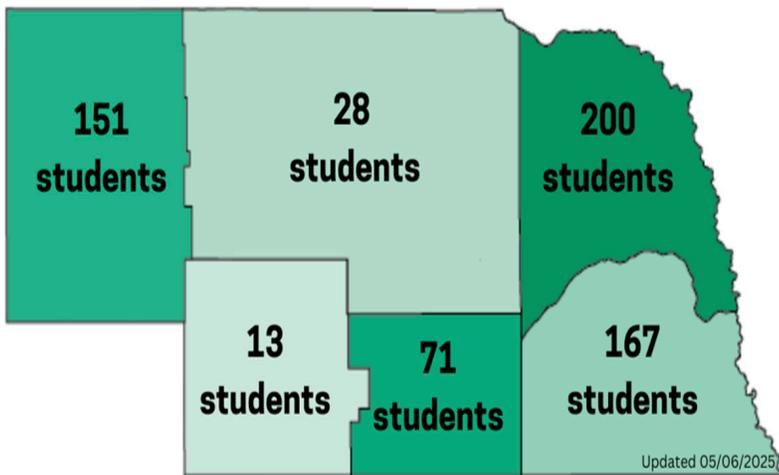
Of the sessions completed during the Spring 2025 Semester, **75% were for students attending an NRCSA member school district.**

The graph below illustrates the number of tutoring sessions completed by subject and grade level during the Spring 2025 Semester.



Tutoring will resume in August. Stay tuned for updates throughout the summer about Nebraska SMART.

Currently, **630 students have registered** since February 2024, with **74% attending an NRCSA member school district**. The map below shows the NRCSA districts where each student is registered.



### Parent Feedback

Parents have shared their experiences about the impact the tutoring program:

#### Testimonial 1:

*“My son scored 49 points higher on his NSCAS test for the spring. He’s started working with [a Tutor] right around Christmas time! He was so proud of that growth and so am I!!!”*

#### Testimonial 2:

*“My daughter’s comprehension at school has improved a lot and also her math scores went up!”*

#### Testimonial 3:

*“His tutor has such patience as he works through word decoding and reading. His tutor is very good at motivating him and keeping him engaged.”*

#### Testimonial 4:

*“Being able to have one-on-one teaching and tutoring. My son was able to actually understand the information that he could not learn at school. He was able to master and actually understand the concept when working for 15 minutes 1-on-1 with [the Tutor].”*

#### Testimonial 5:

*“Repetition is key. Reassurance and patience, kindness and camaraderie. NSCAS Math score went up!! My student said, ‘because of my tutor.’”*

#### Testimonial 6:

*“[The Tutor] was able to connect with [my son] and keep [my son] engaged while helping him to catch up in math. He was able to introduce new skills and go back and work with [my son] on not only his current homework but skills he was behind on. [My son’s] grades and confidence have gone up in all subjects at school since he began this tutoring program.”*

### How can school districts help?

New promotional posters will be mailed to each school district this summer for use in the upcoming school year. To request additional materials, such as bookmarks, please complete the Nebraska SMART [Promotional Material Request Form](#).

Your help in reaching out to parents within your district is essential to increasing awareness of this program. Here are a few ways you can assist:

### **Share about Nebraska SMART**

- In school/district/classroom parent newsletters
- During Parent/Teacher Conferences
- With Teachers, Counselors, Parent/Teacher Associations, and district staff
- Link [Nebraska SMART](#) as a student resource on school district websites
- Distribute bookmarks to each K-12 student in school/district
- Connect with Nebraska SMART on social media: [Facebook](#), [Instagram](#), and [X \(Twitter\)](#)
- Share with district technology team the domain [allowlist guide](#)

**For more information, visit:**

[www.nscs.edu/nebraskasmart](http://www.nscs.edu/nebraskasmart)

Email for inquiries or to request promotional supplies: [nebraskasmart@nscs.edu](mailto:nebraskasmart@nscs.edu)

Thank you for your support in raising awareness of Nebraska SMART!

Julie Dickerson; Nebraska SMART Director, [nebraskasmart@nscs.edu](mailto:nebraskasmart@nscs.edu)

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**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](#)**

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**Southern Superintendent Chris Prosocki has shared a sample Superintendent Checklist that he uses.** 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](#)**

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**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](#)

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**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](#)

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#### **From Rebecca Vogt, UNL**

Today we are releasing the first of the reports from the 2024 Rural Poll, focusing on the well-being of rural Nebraskans. The report can be accessed online. The press release for this report can be found here.

### [Well Being of Rural Nebraskans](#)

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#### **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](#)

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#### **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 National 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](mailto:tmittelstet@unl.edu)) is serving as the CASNR Statewide Education and Career Pathways Coordinator and Bailey Feit ([bailey.feit@unl.edu](mailto: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.

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**The College & Career Success Team is led by Dr. Dawn Lindsley ([dawn.lindsley@unl.edu](mailto:dawn.lindsley@unl.edu)) at the State 4-H Office and Jacie Milius ([jacie.milius@unl.edu](mailto:jacie.milius@unl.edu)) in Gage County.** In 4-H, we believe in the power of young people. With nearly six million members nationwide and 140,000 in Nebraska, we empower youth to lead for a lifetime. In a rapidly changing world, it's crucial for young people to be equipped with the right mix of knowledge, skills, and experiences for their transition from education to the workforce. Through our programming, we provide developmentally appropriate, experiential learning opportunities to help youth and adults explore postsecondary education and career options, preparing them to reach their fullest potential in today's dynamic job market. If you would like to learn more, please visit <https://4h.unl.edu/programs-priorities-career-college-success>.

Nebraska students are the leaders, innovators, and problem-solvers of tomorrow. Through collaboration with business & industry, organizational, and postsecondary partners, school districts can provide students with invaluable real-world experiences, access to resources, and insights into the demands of the workforce. We can bridge the gap between education and employment, equipping students with the skills, knowledge, and connections they need to thrive in the competitive global economy. Together, we can create a brighter future for our students and our communities.

**The National Rural Education Association, in partnership with the Rural Schools Collaborative, has issued a study entitled WHY RURAL MATTERS.** The report “looks critically at how educational supports and resources for student well-being are being distributed, casting light on which of our rural children are in need of additional support”. The study is well done and shows Nebraska in a pretty positive light. I would encourage you to take a look at WHY RURAL MATTERS, which can be accessed here:

### [Why Rural Matters](#)

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**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](#)

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**NRCSA is pleased to announce 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 recently 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)



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.



### [Read the Full Blog](#)

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**The American Heart Association is committed to partnering with schools in rural Nebraska to improve the health of their communities. A few of these opportunities include:**

**Tobacco Free Schools.** Unfortunately, recent data reveals the ongoing challenges of youth tobacco use. The 2021 National Youth Tobacco Survey showed that: Approximately 2 million MS/HS students reported using e-cigarettes during the pandemic; nearly 85% of them used flavored tobacco products. More than 4 in 10 HS students and nearly 2 in 10 MS students who used e-cigarettes did so 2 out of 3 days and youth showed a strong brand preference.

Many schools have struggled to keep up with the continued innovation of the tobacco industry. To help address that, the American Heart Association created our Tobacco Free Schools Toolkit. The toolkit is designed to help schools update their policies so that now – and in the future – they will cover all products, people, and places while providing mechanisms that support students who are battling tobacco addiction. More information/resources are here.

**Improving Cardiac Response in Schools.** Did you know that the odds of surviving a cardiac arrest in rural areas is only about half of that in an urban area? In the aftermath of a cardiac emergency - minutes matter. The Chain of Survival starts with those who are present and requires everyone to do their part. The American Heart Association is committed to building a Nation of Lifesavers to and to helping school districts and other entities develop [Cardiac Emergency Response Plans](#). These plans consider: access to functioning AED's, a strong base of CPR knowledge and training, as well as the identification of a response team and the annual practice of a cardiac emergency. Tim Nikolai, Sr. Rural Health Director at the American Heart Association can help. Please reach out to: [Tim.Nikolai@heart.org](mailto:Tim.Nikolai@heart.org).

### [Learn CPR in 60 Seconds](#)

A note from Mr. Nikolai:

*For those I have not met previously, I am the **American Heart Association's** lead for rural health in the Midwest Region, inclusive of your states. My role allows me to work collaboratively with all manner of organizations that are in a position to impact health in their communities – and schools are certainly near the top of that list.*

*There are many ways our organization has worked to collaborate with schools – supporting access to nutritious, affordable food, helping to address the ongoing challenges of vaping/tobacco use, and more. Today, though I'm focusing primarily on our resources to assist with cardiac readiness / cardiac emergency response planning. Much of the country was watching – or has followed since – the **collapse of Buffalo Bills' safety, Damar Hamlin, on Monday Night Football**. Fortunately, Damar's story had a happy ending. Our goal is to maximize the opportunity for everyone to have a similar outcome should they experience a Sudden Cardiac Arrest. Most organizations will not have the resources that the NFL does to ensure player safety, but there is much that can be done, especially with proper planning.*

*Some data suggests that **nearly 1% of schools will be the site for an out of hospital cardiac arrest annually**. For a variety of reasons, rural areas are disproportionately impacted by both rates of cardiac arrest and poor outcomes. We know that prepared and equipped schools mean better outcomes for staff, students, visitors, and the communities that so often gather in school spaces.*

*We have recently built out/updated a variety of tools to assist schools – and other organizations – with their cardiac readiness. These include:*

- *Sample Cardiac Emergency Response Guidelines and Plans.*
- *A toolkit to maximize the impact of AED placement and implementation.*
- *Training and awareness tools to help with Hands-Only CPR knowledge for staff and students.*
- *A revamped, training site search feature, for coaches, nurses, and others who need CPR certification.*
- *In some cases, we may have – or be able to help secure – financial resources to help schools with purchasing/maintaining AEDs, CPR mannequins, etc. Hearing the scope of that need can help us secure additional*

resources, so please let us know!

***Please let me know if you see an opportunity or need to dialogue about these resources further or share them with your member districts. I'm happy to assist with newsletter copy, join or host webinars, or other ideas that fit your standard means of communication.***

*Finally, at the risk of sharing too much – a few other notes I wanted to highlight.*

- *I've attached an invitation for our **Fall Educator Series**. Administrators/Educators from all districts are welcome to attend the sessions they are interested in. You'll see the one in November is on Cardiac Emergency Response Planning.*
- *Last year some 1300+ rural schools in the Midwest participated in our Kids Heart Challenge program. They raised life-saving money for our mission, earned PE equipment for their schools, and helped improve health knowledge in their community. Last year, tens of thousands of families learned Hands-Only CPR through the program.*
- *Thanks to the **Missouri Rural Health Association** for sharing our HeartCorps program on their home page. That opportunity exists for IA, KS, KY, MN, MO, NE, OH, and WI. Happy to chat more!*

**[American Heart Association Service Summary](#)**

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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

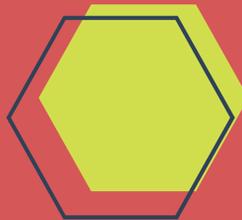


## Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

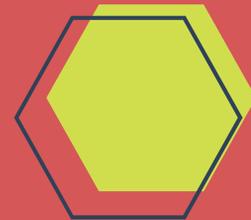


## During the Game/Event

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's Legislative Committee (of which NRCSA is a member) continues to represent rural education on the Federal level.** NRCSA Executive Director Jack Moles and NRCSA Legislative Committee Co-Chair Bryce Jorgenson (Supt. at Southern Valley) attended the NREA Federal Legislative Summit in Washington DC on April 6-8.



*JACK MOLES AND BRYCE JORGENSEN AT THE U.S. CAPITOL*



*NRCSA EXECUTIVE DIRECTOR JACK MOLES & SOUTHERN VALLEY SUPT. BRYCE JORGENSEN WITH NEBRASKA SENATOR DEB FISCHER (1999 NRCSA Outstanding Board of Education Member)*

Bryce and Jack met with the offices of each of Nebraska's contingency in Congress. They specifically shared three points of emphasis with them:

- Maintaining funding promises via programs such as REAP, Title I, and e-Rate in light of the changes being made to the US Department of Education.
- Full funding of IDEA was stressed. This would bring about \$171 million more to Nebraska public schools in support of Special Education services.
- Passage of the Secure Rural Schools Reauthorization Act of 2023. This would bring almost \$200,000 to school districts surrounded by tax-exempt public lands.

NREAs Legislative Agenda for 2025 is as follows:

One in five students attends a rural school. Rural schools provide education critical to future productive citizenship for children and youth in rural communities. Rural schools and higher education institutions play important roles beyond teaching and learning as the economic and social hearts of the communities they serve. America can thrive when rural communities thrive, and rural communities cannot succeed without strong preK-12 and postsecondary learning opportunities. As the oldest (1907) education association representing rural educators, the National Rural Education Association (NREA) supports education opportunities for students from early childhood through postsecondary education to include federal support for early childhood education, K-12 education, and a wide range of postsecondary education opportunities.

1. **RURALSCHOOL FUNDING** • NREA urges Congress to sustain and, where possible, increase funding to Title V, Part B of ESSA, the Rural Education Achievement Program, with a specific increase to the Rural Low-Income School program. • NREA supports investments in the Secure Rural Schools Programs (SRS) that provides critical funding for districts impacted by federal lands. NREA supports long-term dedicated SRS funding for 5-10 years and retroactive appropriations to ensure no disruption in funding. • NREA requests that Congress fully fund the Individuals with Disabilities Education Act (IDEA). To honor the commitment to support the education of students with disabilities, Congress should act immediately to restore full funding to IDEA. • NREA opposes efforts to privatize or redirect federal funds to privatize education such as voucher programs, attempts to incentivize federal tax credits for donations to private schools, and proposals to create educational savings accounts for K-12 students.
2. **RURAL EDUCATION DATA AND RESEARCH** • NREA expresses strong support for continuation of the National Center for Education Statistics (NCES). This will ensure collection and reporting of data about all schools including low-income and rural schools (including locale codes). NREA believes that accurate identification of rural schools is necessary to guide federal investments in rural schools and communities. • Data is essential to understand those practices that support rural students and advance rural education. • NREA supports continuing and increasing federal investment in data-driven rural education research.
3. **RURAL TEACHER EDUCATION AND**

WORKFORCE INVESTMENTS • NREA supports increased access and funding to career and technical education (CTE) programs in high school and post-secondary education to ensure a healthy rural workforce. • NREA supports the reauthorization of the Workforce Innovation and Opportunity Act and the National Apprenticeship Act. WIOA increases the availability of services and supports in schools so students have access to youth apprenticeship and pre-apprenticeship programs. • NREA supports the preservation and expansion of federal grant and loan forgiveness programs that support the preparation of teachers and other school personnel, especially those that encourage individuals to work in rural districts and communities.

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**The Committee for Education Funding (CEF) is a group that the NREA Legislative Committee works with.**

Sarah Abernathy, CEF's Executive Director, provided an update following in November's elections. She does provide a decent overview of what the national landscape might look like moving forward. (Please note that all of CEF's views do not necessarily reflect all of the views of NREA or NRCSA.)

FROM SARAH:

*I. The election and CEF's mission to support investments in education*

*Dear CEF Members:*

*As we digest the results of yesterday's election and wait to find out which party will lead the House in the 119th Congress, I imagine many of you are focused on what this means for governing in general and for education funding and policy in particular. We will certainly be facing a more challenging environment for investing in education and for ensuring that the federal government supports and protects students, educators, and education institutions as the country continues to educate students of all ages. CEF's mission to increase the federal investment in education will not change, but we'll have to focus more on defense against funding cuts. We will continue to point out the results of education investments – for students immediately and for economic growth in the long term. We will need to communicate well, broaden our community of advocates, and target our efforts so they are as effective as possible.*

*Things to keep in mind – I generally hope for the best but try to prepare for the worst. I wasn't prepared for last night, but just made a list of some things I expect from a Trump Administration's education agenda, and*

*how likely they are to happen. Key things to keep in mind:*

*Congress did not enact past Trump budgets that cut education funding – In fact, Congress ignored the Trump Administration's requested steep cuts and increased education funding. I don't expect education funding increases now but do know that Members of Congress do not want to vote for bills that will cost jobs in their district or harm their constituents. One of our jobs will be to continue to highlight why investments in education are so important to those who need to be convinced.*

*It is hard to make big changes in government quickly – Some Republicans want to eliminate the Department of Education, while continuing many programs at lower funding but in either the Department of Labor or in Health and Human Services. This type of change is hard to enact. There do appear to be some executive actions that would eliminate civil servant positions, and it's easy to shrink a government agency by not hiring behind staff who leave. If Republicans keep control of the House next Congress, they could use the budget reconciliation process to fast-track passage of tax cuts and cuts to entitlements, since reconciliation bills need only a majority in the Senate, not the customary 60-vote margin to pass.*

*Administrative/regulatory agendas change with each Administration – Since recent presidents have not been able to enact much of their agendas because they often split power with Congress, each successive administration has made changes with executive action, which are then reversed by the next administration. A Trump administration is likely to reverse Biden Administration student loan debt relief executive actions and impose new ones that support their agenda, such as limiting Diversity, Equity, and Inclusion requirements, limiting transgender student participation in sports or protections at the school level, and changes in interpretation of student civil rights protections.*

*Possible Republican policy agenda focused on the private sector (except for IHEs) – Conservative theory tends to support the private sector as a more efficient than the public sector for accomplishing goals, and I'd expect to see a renewed focus on support for private school vouchers that families could use toward private school education, more tax policy supporting private school tuition, and "local control" for public schools. At the higher education level, Republicans are likely to sharpen their attention to college admission*

policies, protections for freedom of speech, policies regarding civil rights, and taxation of endowments. This can occur through appropriations and tax policy (forbidding federal funding if a recipient does a certain thing or requiring a certain action to receive federal funding), and through oversight hearings and federal administrative actions, among other actions.

What's next?

Changes in House and Senate party and committee leadership – We'll know more after all House races are called. The Washington Post has a handy list of the current Republican and Democratic seats most likely to change party, and ACG Advocacy is updating its own list of seats still to call, which I'll share. Meanwhile, I've attached a document that ACG prepared on Friday showing who is in line to head each Senate and House committee for each party depending upon who is in the majority, and who is in line for party leadership positions. Republicans plan to hold leadership elections next week, although the House could push its schedule back depending on what is known about all the remaining elections still to be called.

FY 2025 appropriations likely not finalized in December – The government is operating on an extension of fiscal year (FY) 2024 funding that expires on December 20. I think it is now likely that Congress will not finalize FY 2025 appropriations bills by then and will instead extend funding into next Spring (this is what House Speaker Mike Johnson (R-LA) supported when the current 3-month extension was enacted in September), giving the new Republican Administration and Senate more say in the outcome. That outcome does not bode well for investments in education; the current bipartisan appropriations bill approved by the Senate Appropriations Committee includes \$12 billion more for the Department of Education programs than the Republican bill approved by the House Appropriations Committee.

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**Two 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](#)

## **UNL Tuition Discount & GOLD Grant**

We have a new tuition discount program aimed at better serving folks from rural districts who are seeking school leadership degrees (MEd – principalship, EdD – superintendency)– or endorsements. The program provides a 15% tuition discount for educators who serve in NRCSA member districts or are in an area classified by NCEES as rural or town. We think this is a small but important step toward helping rural schools be intentional about growing their own leaders. If interested, please contact Dr. Nick Pace at [nick.pace@unl.edu](mailto:nick.pace@unl.edu)

## **Big Red Leader Website**

## **Big Red Leadership Flyer**

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## **Chadron State College Special Education Para-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](mailto:afette@csc.edu).

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### **The UNL Department of Educational Psychology has received a grant from the Swanson Foundation which allows them to offer mental health services to rural schools.**

From Dr. Michael Scheel, Chair of the UNL Department of Educational Psychology:

*The UNL Department of Educational Psychology would like to offer counseling and psychological services, as well as consultation services to the schools and communities of Southeast Nebraska. We run a mental health counseling and therapy clinic and we are offering counseling and consultation services to teachers, administrators, students, and community members of Southeast Nebraska. Services will be provided through remote and confidential means (i.e., Zoom conferencing). We are hoping that schools, families, and individuals contact us to schedule an*

*appointment for a telehealth counseling or consultation session.*

*We have recently learned that a donor will support our work with individuals living in rural Southeast NE by paying all fees for services. Thus, whoever seeks out our services will simply have to indicate they live in Southeast Nebraska, and any services we provide will be paid for through the UNL Foundation. Individual, couple, and family counseling will be provided without financial expense. Additionally, we can provide teachers, school administrators, school counselors, and school social workers consultation services for students of their schools without charge.*

*We are very excited to enter a partnership with schools and communities of SE Nebraska to promote mental health and well-being. We are aware of the mental health counseling disparities that exist in Nebraska rural areas, and our department, our College of Education and Human Sciences, and UNL are highly interested in offering our expertise and resources with the goal of enhancing the well-being of SE Nebraska individuals, schools, and communities. We are a group comprised of licensed psychologists and psychology graduate students who regularly provide services through our clinic to the Lincoln community. We are seeking to reach beyond Lincoln to connect more with surrounding rural areas. We also are acutely aware of the importance of addressing mental health concerns right now as we all are experiencing the stress of going through the COVID-19 pandemic.*

*The Counseling and School Psychology Clinic is a training clinic in which graduate students in counseling and school psychology work with clients under the supervision of licensed psychologists. Services are available to all on a sliding scale. For clients from SE Nebraska communities, services will be paid for through UNL Foundation funds supplied by a donor who cares deeply about the welfare of schools and communities in SE Nebraska. Counseling services are offered to improve well-being, improve academic and behavioral issues, stabilize mood, manage stress, and improve life-adjustment issues.*

*For more information, please visit our clinic website:*

<https://cehs.unl.edu/edpsych/clinic/>

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**A common theme from some of the decision makers on the state level is that “out of control” local spending is to blame for the property tax**

**problem.** NRCSA, along with many other educational entities, maintains that we do not have a school spending issue, but instead have a school funding issue. Attached are two reports, one from NRCSA, the other from Open Sky, that discuss the myth of “out of control” school spending. It is my hope that administrators and Board of Education members will read, then use these reports to counter those claims. When you do please tell your district’s story as that is the most powerful way to get this message across.

### [NRCSA Spending Study](#)

### [A Look at School Spending in NE from Open Sky](#)

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**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.

## Why Nebraska's Rural School Districts Choose D.A. Davidson for Public Finance:

At D.A. Davidson, we understand the heart of Nebraska, where strong communities are built around local schools, and every dollar must go further. As a trusted public finance partner, we don't just facilitate funding, we help shape futures.



### 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 54 investment bankers in 28 offices nationwide, including four 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.
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- 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, and futures 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.

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*Source: Refinitiv, Date 1/03/2025*

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# Purple Ribbon Partners



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CORNHUSKER  
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TRUCKS

### Cornhusker International Trucks

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# Purple Ribbon Partners



FARRIS ENGINEERING

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construction | the people you build with

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PIPER | SANDLER

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## RMV Construction

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TRANE

TRANE  
TECHNOLOGIES

## Trane Technologies

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Roofing and Building Maintenance

## Tremco Roofing

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## Voss Lighting

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WILKINS

ARCHITECTURE | DESIGN | PLANNING

## Wilkins Architecture, Design, Planning

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### **Legislative Contacts**

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[Deb Fischer](#)

[Pete Ricketts](#)

#### **U.S. House of Representatives**

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

#### **Nebraska Governor**

[Jim Pillen](#)

#### **NE State Senators**

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[Christy Armendariz, Dist 18](#)

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[Brad Von Gillern, Dist 4](#)

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## *NRCSA Programs*

**New Leaf Teletherapy**

**Planning Support Service**

**Scholarship and Awards Programs**

**Superintendent Search Service**

**USBank OneCard Program**



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



[www.nrcsa.net](http://www.nrcsa.net)



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# 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

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

JOIN US!

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

## Where Will NASBe This Month?\*



Ainsworth  
Atlanta, GA

Cozad

Dundy Co Stratton  
ESU 6

Hitchcock County

Kearney

Lincoln

Logan View

Portland, OR

Schuyler

St. Petersburg, FL

Wauneta-Palisade

West Holt

Wynot

For ... Advocacy,  
Board Retreats,  
Engagement, Events,  
National Meetings,  
Strategic Planning,  
and more!

\*Items currently scheduled

Now Hiring - Part-time, Events & Engagement Assistant

Visit the **ABOUT US** page for more information!

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



Final Day of the 2025 Legislative Session was Monday, June 2

NASB Member Golf Outing - Wednesday, June 11 - Kearney

Email [sendorf@NASBonline.org](mailto:sendorf@NASBonline.org) for more information



School Law Seminar - June 11-12 - Kearney



NASB Networking & Legislative Lunch - Tuesday, June 17 - Logan View

Board Academy Collaboration Lunch & Learn - Wednesday, June 18 - Webinar



Leadership Workshop - Monday, July 28 - Gering

Leadership Workshop - Tuesday, July 29 - Kearney

Leadership Workshop - Wednesday, July 30 - Lincoln



Continued on Page 2



Leadership

Innovation

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Area Membership Meetings run Tuesday, August 19 through Wednesday, September 24

Valentine - Gering - Kearney - York - Norfolk - North Platte - Omaha - Nebraska City - Fremont



Labor Relations - Board Academy Collaboration Lunch & Learn  
State Education Conference - New Board Member Workshop

## YOUR 2025 PLATINUM AFFILIATES

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