

Regular Monthly Meeting (HS)
Monday, March 9, 2026 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. FACULTY AND STUDENT REPORT
 - VI.2. STUDENT BOARD MEMBER REPORT
 - VI.3. DIRECTOR OF TRANSPORTATION & ACTIVITIES REPORT
 - VI.4. PRINCIPALS' REPORTS
 - VI.5. SUPERINTENDENT'S REPORT
 - VI.6. BOARD COMMITTEE REPORTS
 - VI.6.1. POLICY COMMITTEE MEETING - FEBRUARY 18, 2026
 - VI.6.2. TRANSPORTATION, BUILDINGS & GROUNDS COMMITTEE MEETING - MARCH 2, 2026
 - VI.6.3. EXECUTIVE COMMITTEE MEETING - MARCH 4, 2026
 - VI.6.4. COMMITTEE ON AMERICAN CIVICS MEETING - MARCH 5, 2026
- VII. ACTION ITEMS
 - VII.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO STUDENT MEMBER OF THE SCHOOL BOARD FOR 2026-2027
 - VII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO ESU 1 SERVICES CONTRACT FOR 2026-2027
 - VII.3. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO TEACHER CONTRACTS
 - VII.4. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO RESIGNATIONS
 - VII.5. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO BOARD POLICIES (4000 SERIES - PERSONNEL) ON FIRST READING
 - VII.6. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO STUDENT & FAMILY HANDBOOK
 - VII.7. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SCHOOL VEHICLES
 - VII.8. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO DISTRICT AND SUPERINTENDENT LEADERSHIP GOALS
- VIII. DISCUSSION ITEMS
 - VIII.1. SCHOOL CALENDAR DEVELOPMENT FOR 2026-2027

- IX. CORRESPONDENCE AND BOARD BULLETINS
- X. UPCOMING BOARD MEETINGS, COMMITTEE MEETINGS, AND WORKSHOPS
 - X.1. REGULAR BOARD OF EDUCATION MEETING - MONDAY, APRIL 13, 2026 (LCC MIDDLE SCHOOL BOARD ROOM/COLERIDGE)
- XI. ADJOURN

March 9, 2026

Fund 01 GENERAL FUND CHECKING

2/1/26 \$874,513.11

Receipts

Cedar County Local Taxes	\$142,992.00
Cedar County Motor Vehicle Taxes	\$38,714.31
Cedar County Fines/Licenses	\$1,403.69
Cedar County ProRate MV	\$2,445.67
Dixon County Local Taxes	\$81,950.62
Dixon County Motor Vehicle Taxes	\$6,630.21
Dixon County Fines/Licenses	\$189.96
Dixon County State Tax Credit	\$94,293.78
Dixon County School Tax Credit	\$187,339.17
Dixon County Nameplate Capacity	\$1,277.26
Dixon County In Lieu of Tax	\$86.62
Dixon County in Lieu of Tax 5% Gross	\$3,409.84
Wayne County Motor Vehicle Taxes	\$649.92
Wayne County Fines/Licenses	\$16.78
Wayne County Property Tax Credit	\$14,383.34
Wayne County School Tax Credit	\$25,342.29
State Aid	\$64,545.00
State of Nebraska - SPED School Age	\$132,770.00
State of Nebraska - Title	\$23,258.00
State of Nebraska - MIPS	\$3,884.22
Preschool payments	\$2,500.00
LCC School Lunch Fund - February 2026 Payroll Reimbursement	\$23,590.73
LCC School Cooperative Fund - February 2026 Payroll Reimbursement	\$5,047.23
Miscellaneous receipts	\$28.29
Board member - insurance premium	\$2,143.03
Interest earned	\$792.10
Total Receipts:	\$859,684.06

Disbursements

February Payroll (all funds)	\$609,489.21
February General Fund bills	\$100,992.30
Transfer to Lunch Fund	\$75,000.00
RevTrak fee	\$13.53
Total Disbursements:	(\$785,495.04)

General Fund Checking Balance 2/28/2026

\$948,702.13

GENERAL FUND SAVINGS

Beginning Balance	\$708.07
Receipts: Interest earned	\$0.55
Disbursements:	\$0.00

Ending Savings Account Balance 2/28/2026 **\$708.62**

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

GENERAL FUND BALANCE 2/28/2026 **\$954,410.75**

MARCH PROJECTED PAYROLL

General Fund	\$572,637.69
Lunch Fund	\$21,774.17
Cooperative Fund	\$4,320.90

Total Payroll: **\$598,732.76**

MARCH PROJECTED BILLS

General Fund	\$113,144.80
Depreciation Fund	\$0.00
Employee Benefit Fund	\$5,840.92
Bond Fund	\$0.00
Special Building Fund - Original Account	\$140.10
Special Building Fund - Bond Account	\$0.00
Special Building Fund - Lease Purchase Account	\$0.00
QCPUF	\$0.00
Cooperative Fund	\$71.86
Student Fees Fund	\$0.00

Total Bills: **\$119,197.68**

Fund 02 DEPRECIATION FUND

Beginning Balance	\$17,943.75
Receipts: Interest earned	\$14.57
Disbursements:	

Ending Balance 2/28/2026 **\$17,958.32**

Fund 03 EMPLOYEE BENEFIT FUND

Beginning Balance	\$15,686.07
Receipts: Interest earned	\$0.26
Staff contributions to flex plans	\$5,760.47
Disbursements:	(\$4,542.19)

Ending Balance 2/28/2026 **\$16,904.61**

Fund 06 SCHOOL LUNCH/MILK FUND

Beginning Balance	\$34,343.51
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Receipts: Lunch/Milk/Reimbursement	\$25,873.43	
Transfer from General Fund	\$75,000.00	
Interest earned	\$35.56	
Disbursements: Food/Supplies/Equipment Purchases	(\$32,746.11)	
February 2026 Payroll	(\$23,590.73)	
Ending Balance 2/28/2026		\$78,915.66

Fund 07 BOND FUND

Beginning Balance	\$185,149.90	
Receipts: Cedar County Taxes	\$30,719.62	
Dixon County Taxes	\$32,382.89	
Wayne County Taxes	\$2,140.08	
Interest earned	\$163.55	
Disbursements:	\$0.00	
Ending Balance 2/28/2026		\$250,556.04

Fund 08 SPECIAL BUILDING FUND

SPECIAL BUILDING FUND - Original Account

Beginning Balance	\$18,290.64	
Receipts: Interest earned	\$14.17	
Disbursements:	\$0.00	
Ending Balance 2/28/2026		\$18,304.81

SPECIAL BUILDING FUND - Bond Account

Beginning Balance	\$358.06	
Receipts: Interest earned	\$0.07	
Disbursements:	\$0.00	
Ending Balance 2/28/2026		\$358.13

SPECIAL BUILDING FUND - Lease-Purchase Account

Beginning Balance	\$226,960.70	
Receipts: Cedar County Taxes	\$24,879.38	
Dixon County Taxes	\$63,256.68	
Wayne County Taxes	\$6,841.16	
Interest earned	\$205.34	
Disbursements: Loan interest payments to Citizens Bank and Security Bank	(\$12,686.26)	
Ending Balance 2/28/2026		\$309,457.00

SPECIAL BUILDING FUND TOTAL: \$328,119.94

Fund 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Beginning Balance	\$2,783.40	
Receipts: Cedar County Taxes	\$207.27	
Dixon County Taxes	\$203.34	

Wayne County Taxes	\$0.00	
Interest earned	\$2.28	
Disbursements:	\$0.00	
Ending Balance 2/28/2026		QCPUF TOTAL: \$3,196.29

Fund 10 COOPERATIVE FUND

Beginning Balance	\$45,404.27	
Receipts: Interest earned	\$32.94	
Building Blocks	\$0.00	
Disbursements:		
February 2026 Payroll-LCC General Fund	(\$5,047.23)	
Building Blocks charges	\$0.00	
Ending Balance 2/28/2026		\$40,389.98

Fund 12 STUDENT FEE FUND

Beginning Balance	\$10,882.36	
Receipts: Interest earned	\$8.43	
Disbursements:	\$0.00	
Ending Balance 2/28/2026		\$10,890.79

Checking Account ID: 1

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
111795	03/09/2026				ELANFINANC	ELAN FINANCIAL SERVICES	2,532.67
111796	03/09/2026				ABBUSINESS	A & B BUSINESS SOLUTIONS	6,890.04
111797	03/09/2026				AMAZCAPITA	AMAZON CAPITAL SERVICES	1,093.98
111798	03/09/2026				AMAZCAPITA	AMAZON CAPITAL SERVICES	1,290.27
111799	03/09/2026				APPEARA	APPEARA	733.94
111800	03/09/2026				ATTMOBILIT	AT&T MOBILITY	647.40
111801	03/09/2026				AWARDSUNLI	AWARDS UNLIMITED, INC	160.92
111802	03/09/2026				BEYEPATR	Patricia Beyeler	156.60
111803	03/09/2026				BLACKHILLS	BLACK HILLS ENERGY	6,767.00
111804	03/09/2026				BLUECROSS	BLUE CROSS BLUE SHIELD OF NEBRASKA	2,143.03
111805	03/09/2026				BOYSKIMB	KIMBERLY BOYSEN	139.20
111806	03/09/2026				CAPSAN	CAPITAL SANITARY SUPPLY	1,413.58
111807	03/09/2026				CAREERSAFE	CAREERSAFE	70.00
111808	03/09/2026				CDWGOV	CDW GOVERNMENT, INC.	164.45
111809	03/09/2026				CEDARTRANS	CEDAR COUNTY TRANSIT	3,015.09
111810	03/09/2026				CEDARKNOX	CEDAR-KNOX PPD	8,815.89
111811	03/09/2026				CHEMSEARCH	CHEMSEARCH	268.25
111812	03/09/2026				CITYLAUREL	CITY OF LAUREL	808.45
111813	03/09/2026				CLAUALLI	ALLISON CLAUSSEN	177.63
111814	03/09/2026				COLEWELD	COLERIDGE WELDING, INC.	12.60
111815	03/09/2026				DUEREMIL	EMILY DUERST	200.10
111816	03/09/2026				ESU1	EDUCATIONAL SERVICE UNIT #1	7,975.00
111817	03/09/2026				FAITHREGIO	FAITH REGIONAL HEALTH SERVICES	105.00
111818	03/09/2026				FARMERSPRI	FARMERS PRIDE	650.68
111819	03/09/2026				FASTWYRE	FASTWYRE BROADBAND	40.98
111820	03/09/2026				GENERALPC	GENERAL FUND PETTY CASH	35.00
111821	03/09/2026				GLASSGUY	ALAN SCHINCK	1,479.14
111822	03/09/2026				GREIMEGA	MEGAN GREINER	123.25
111823	03/09/2026				GUSTERYN	ERYN GUSTMAN	52.20
111824	03/09/2026				H2O	H2O 4 U	146.10
111825	03/09/2026				HALLGAYL	GAYLENE HALLMAN	170.38
111826	03/09/2026				HANDSHEART	HANDS OF HEARTLAND	6,647.40
111827	03/09/2026				HANSSHAS	SHASTA HANS	182.70
111828	03/09/2026				HANSENBROS	HANSEN BROTHERS PARTS & SERVICE, INC.	738.38
111829	03/09/2026				HDSUPPLY	HD SUPPLY FACILITIES MAINTENANCE, LTD	123.61
111830	03/09/2026				HEFNEROIL	HEFNER OIL & FEED CO. INC	2,265.57
111831	03/09/2026				HOBY	HUGH OBRIAN YOUTH LEADERSHIP	325.00
111832	03/09/2026				INTERMEDIA	INTERMEDIA.NET, INC	83.80
111833	03/09/2026				KCAV	KANSAS CITY AUDIO-VISUAL, INC.	3,352.90
111834	03/09/2026				LAQUINTA	LAQUINTA BY WYNDHAM KEARNEY	134.00
111835	03/09/2026				LAURELACE	LAUREL ACE HARDWARE	322.62
111836	03/09/2026				LAURELYOUT	LAUREL YOUTH RECREATION CLUB	150.00
111837	03/09/2026				LCCACT	LAUREL-CONCORD-COLERIDGE ACTIVITY ACCT	1,427.44
111838	03/09/2026				LAURELHOME	LAUREL'S HOMETOWN MARKET	418.92
111839	03/09/2026				LEONMARK	MARK LEONARD	44.92
111840	03/09/2026				LEXIA	LEXIA LEARNING SYSTEMS LLC	25,164.00
111841	03/09/2026				LUNDJENN	JENNIFER LUNDAHL	159.28
111842	03/09/2026				LUNDSHER	SHERIE LUNDAHL	475.60
111843	03/09/2026				LUX	LUX BROS INC.	793.60
111844	03/09/2026				MATHESON	MATHESON TRI-GAS INC	363.33
111845	03/09/2026				MENARDSC	MENARD'S - SIOUX CITY	607.02
111846	03/09/2026				MIDWESTALA	MIDWEST ALARM SERVICE	3,461.52
111847	03/09/2026				NORDLAUR	LAURA NORDBY	191.40
111848	03/09/2026				NNNEWS	NORTHEAST NEBRASKA NEWS COMPANY	1,004.14
111849	03/09/2026				NNTC	NORTHEAST NEBRASKA TELEPHONE CO.	298.77
111850	03/09/2026				ONESOURCE	ONE SOURCE	171.80
111851	03/09/2026				ORKIN	ORKIN	264.27
111852	03/09/2026				PROVIDENCE	PROVIDENCE MEDICAL CENTER	3,670.00

Invoice Listing - Summary

03/06/2026 12:21 PM

MARCH 2026 CREDIT CARD PAYMENT

<u>Vendor Name</u>	<u>Invoice Date</u>	<u>Check Date</u>	<u>Check Number</u>	<u>Invoice Amount</u>
ADOBE CREATIVE CLOUD/ACROPRO	02/13/2026	03/09/2026	111795	21.29
AMAZON.COM	02/17/2026	03/09/2026	111795	105.91
APPLE INC	02/27/2026	03/09/2026	111795	73.19
AUDIBLE	02/19/2026	03/09/2026	111795	11.18
BURGER KING	02/23/2026	03/09/2026	111795	39.19
CLASSTEAMBUILDING.COM	02/20/2026	03/09/2026	111795	69.00
CUBBY'S INC.	02/05/2026	03/09/2026	111795	33.38
ELAN FINANCIAL SERVICES	02/28/2026	03/09/2026	111795	(1,427.44)
EMBASSY SUITES OF LINCOLN	02/19/2026	03/09/2026	111795	241.52
FUTURE BUSINESS LEADERS OF AMERICA, INC	02/11/2026	03/09/2026	111795	10.95
KIM FOUNDATION, THE	02/23/2026	03/09/2026	111795	372.60
KINDLE	02/19/2026	03/09/2026	111795	15.96
LAQUINTA BY WYNDHAM KEARNEY	02/11/2026	03/09/2026	111795	(182.40)
LAUREL'S HOMETOWN MARKET	02/11/2026	03/09/2026	111795	195.64
MILL BISTRO, THE	02/24/2026	03/09/2026	111795	6.56
OPENAI.COM	02/27/2026	03/09/2026	111795	20.00
POPPY & PEONIES	02/23/2026	03/09/2026	111795	166.71
PUMP & PANTRY	02/21/2026	03/09/2026	111795	23.25
RATH'S MINI MART	03/02/2026	03/09/2026	111795	1,518.58
SAMS CLUB	02/24/2026	03/09/2026	111795	73.45
SCARLET HOTEL	02/24/2026	03/09/2026	111795	172.60
TEACHERSPAYTEACHERS.COM	02/16/2026	03/09/2026	111795	8.52
USPS 68727	02/04/2026	03/09/2026	111795	9.95
WALMART.COM	02/13/2026	03/09/2026	111795	893.08
WESTERN PSYCHOLOGICAL SERVICES	02/13/2026	03/09/2026	111795	60.00
Total General Fund:				2,532.67

LAUREL-CONCORD-COLERIDGE SCHOOL DISTRICT #54
BOARD OF EDUCATION
Regular Monthly Meeting
Monday, February 9, 2026, 12:30 p.m.
Boardroom @ LCC School, Coleridge, NE 68727

Attendance taken at 12:30 p.m.

Garry Anderson: Absent
(Arrived at 12:32 pm)
Carol Erwin: Present
Jon Graham: Present
Jay Hall: Present
Bryan Pippitt: Present
Grant Settje: Absent
Present: 4. Absent: 2.
Kate Tasler: Present
(Student Board Member)

I. CALL MEETING TO ORDER

The regular meeting was convened at 12:30 p.m. on February 9, 2026 in the Board Room at Laurel-Concord-Coleridge School, Coleridge, Nebraska. The meeting notice was published in the February 4, 2026 issue of the Laurel Advocate, posted at the LCC Elementary/High School-Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Said notice stated agenda is readily available for public inspection at the Superintendent's office during normal business hours. Board members were emailed notice. In addition to board members, the following were present: Superintendent Jeremy Christiansen, High School Principal Jennifer Van Meter, Middle School Principal Mark Leonard, Director of Activities and Transportation Quin Conner, and student Board member Kate Tasler. Members of the public were present and welcomed. The meeting was duly called to order by President Hall at 12:30 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. BOARD VACANCY APPOINTMENT

Motion to approve the appointment of Rich Brandow to the Laurel-Concord-Coleridge Board of Education to fill the current Board member vacancy and term continuing through January 7, 2027 passed with a motion by Bryan Pippitt and a second by Carol Erwin.

Anderson: Absent, Erwin: Yea, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Absent
Yea: 4, Nay: 0, Absent: 2.

III. BOARD MEMBER OATH OF OFFICE

President Jay Hall administered the Oath of Office to Board member-appoint Rich Brandow. The newly appointed Board member signed a copy of the Board Member Oath of Office.

IV. APPROVAL OF AGENDA AND CHANGES TO AGENDA

Motion to approve the agenda as provided passed with a motion by Jon Graham and a second

by Bryan Pippitt.

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

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

V. CONSENT AGENDA

Motion to approve the consent agenda items including minutes of the January 12, 2026 regular board meeting; Treasurer reports; the General Fund bills in the amount of \$100,992.30; the Employee Benefit Fund bill in the amount of \$4,542.19; the Special Building Fund-Lease Purchase Account bills in the amount of \$12,686.26; the January 2026 Activity Fund bills in the amount of \$33,091.33; and the projected payroll in the amount of \$609,489.21 passed with a motion by Bryan Pippitt and a second by Carol Erwin.

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

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

VI. EXCUSE ABSENT BOARD MEMBERS

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

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

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

VII. PUBLIC COMMENT

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

VIII. INFORMATION AND PROPOSALS

VIII.1. FACULTY AND STUDENT REPORT

Students and sponsors of the LCC Middle School Lego League were present to share about their projects and give the Board a demonstration.

VIII. 2. STUDENT BOARD MEMBER REPORT

Kate Tasler shared her report with the Board. Members of FFA had their State Degree interviews. Student Council discussed ways to encourage more school spirit during sporting events.

VIII.3. DIRECTOR OF ACTIVITIES & TRANSPORTATION REPORT

Quin Conner shared his report with the Board. LCC hosted the GNAC consolation and championship basketball games. There are four girls out for LCC's first stand-alone JH girls wrestling season.

VIII.4. PRINCIPALS' REPORTS

Middle School Principal Mark Leonard shared his report with the Board. February is CTE month. The middle school offers several exploratory CTE courses, including Digital Media, Agriculture, and Career Exploration/Financial Literacy. The middle

school is partnering with the Wayne Herald in a program called Designer of the Day. Several students participated in the Sing Around Nebraska event held in Fremont.

High School Principal Jennifer Van Meter shared her report with the Board. All high school students have completed the auto placement testing for Lexia. The high school is exploring the possibility of changing assessments to have stronger data points. The ineligibility policy was discussed at the recent staff meeting.

Elementary Principal Keri Hart's written report was available for the Board to review.

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

VIII.5. SUPERINTENDENT'S REPORT

Superintendent Christiansen shared his report with the Board. He provided personnel updates and reminded board members of the upcoming NRCSA Spring Conference.

VIII.6. BOARD COMMITTEE REPORTS

VIII.6.1. NEGOTIATIONS COMMITTEE MEETING – JANUARY 19, 2026

Jay Hall discussed the recent Negotiations meetings. The committee discussed the Superintendent contract.

IX. ACTION ITEMS

IX.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SUPERINTENDENT CONTRACT.

Motion to approve the 2-year (2026-2028) Superintendent contract for Jeremy Christiansen at the salary of \$154,000.00 passed with a motion by Bryan Pippitt and a second by Carol Erwin.

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

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

IX.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO DIRECTOR OF ACTIVITIES AND TRANSPORTATION CONTRACT.

Motion to approve the Director of Activities and Transportation contract for Quin Conner for the 2026-2027 school year with a salary of \$74,873.00 passed with a motion by Bryan Pippitt and a second by Carol Erwin.

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

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

IX.3. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO RESIGNATIONS.

Motion to accept the resignation of Erica Mogensen effective at the end of the 2025-2026 school year passed with a motion by Jon Graham and a second by Garry Anderson.

Anderson: Yea, Brandow: Abstain, Erwin: Yea, Graham: Yea, Hall: Yea, Pippitt:
Yea, Settje: Absent
Yea: 5, Nay: 0, Absent: 1, Abstain: 1.

The Board recognizes and appreciates Mrs. Mogensen's dedicated service to the school district.

Motion to accept the resignation of Izac Reifenrath effective at the end of the 2025-2026 school year passed with a motion by Carol Erwin and a second by Bryan Pippitt.

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

The Board recognizes and appreciates Mr. Reifenrath's dedicated service to the school district.

IX.4. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO TEACHER CONTRACTS.

Motion to approve the teacher contract for Jessi Gallegos for the 2026-2027 school year passed with a motion by Bryan Pippitt and a second by Rich Brandow.

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

Motion to approve the teacher contract for Karley Jackson for the 2026-2027 school year passed with a motion by Jon Graham and a second by Garry Anderson.

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

Motion to approve the teacher contract for Carlee Waldow for the 2026-2027 school year passed with a motion by Jon Graham and a second by Garry Anderson.

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

IX.5. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO NASB MEMBERSHIP.

Motion to approve the renewal of the school board's NASB membership passed with a motion by Bryan Pippitt and a second by Jon Graham.

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

X. DISCUSSION ITEMS

X.1. BOARD COMMITTEE ORGANIZATION

X.2. BOARD POLICY REVIEW PROCESS – 4000 SERIES (PERSONNEL)

X.3. STUDENT MEMBER OF SCHOOL BOARD APPLICATION PROCESS FOR 2026-2027

X.4. SCHOOL DISTRICT AND SUPERINTENDENT GOALS

X.5. SCHOOL CALENDAR DEVELOPMENT FOR 2026-2027

X.6. 2026 LEGISLATIVE SESSION (NASB RESOURCE)

XI. CORRESPONDENCE AND BOARD BULLETINS

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

XII. UPCOMING BOARD MEETINGS, COMMITTEE MEETINGS, AND WORKSHOPS

XII.1. NASB MEMBER ENGAGEMENT – WEDNESDAY, FEBRUARY 11, 2026 (11:30 A.M. – LCC BOARD ROOM, LAUREL)

XII.2. POLICY COMMITTEE MEETING – WEDNESDAY, FEBRUARY 18, 2026 (7:00 A.M. – ELEMENTARY CONFERENCE ROOM, LAUREL)

XII.3. TRANSPORTATION, BUILDINGS, AND GROUNDS COMMITTEE MEETING – WEDNESDAY, FEBRUARY 25, 2026 (7:00 A.M. – ELEMENTARY CONFERENCE ROOM, LAUREL)

XII.4. REGULAR BOARD OF EDUCATION MEETING- MONDAY, MARCH 9, 2026 (7:00 P.M. – LCC BOARD ROOM, LAUREL)

XIII. ADJOURN

Meeting adjourned at 2:02 p.m.

Cedar County School District #54

Submitted by:

Megan Greiner
Recording Secretary

Attested by:

Grant Settje
Secretary of the Board

Laurel-Concord-Coleridge School District #54

General Fund Local Tax Receipts from County Treasurers

MONTH	2019-20	%	MONTH	2020-21	%	MONTH	2021-22	%	MONTH	2022-23	%	MONTH	2023-24	%	MONTH	2024-25	%	MONTH	2025-26	%
September	\$1,025,064.25	17.39%	September	\$1,267,440.50	20.53%	September	\$1,316,943.83	20.22%	September	\$1,212,647.51	17.70%	September	\$1,377,030.70	20.79%	September	\$1,263,877.72	17.91%	September	\$851,531.43	11.61%
October	\$340,229.37	23.16%	October	\$267,036.63	24.86%	October	\$274,521.59	24.44%	October	\$326,676.74	22.47%	October	\$212,159.84	23.99%	October	\$403,165.75	23.62%	October	\$389,879.77	16.93%
November	\$67,225.53	24.30%	November	\$107,292.10	26.80%	November	\$50,377.32	25.21%	November	\$37,093.86	23.01%	November	\$83,790.06	25.25%	November	\$42,195.30	24.21%	November	\$50,048.37	17.61%
December	\$11,570.84	24.50%	December	\$11,181.75	26.78%	December	\$9,567.77	25.36%	December	\$14,660.24	23.23%	December	\$18,909.75	25.54%	December	\$5,887.76	24.30%	December	\$19,049.10	17.87%
January	\$955,391.96	40.71%	January	\$1,102,368.99	44.63%	January	\$1,478,946.16	48.07%	January	\$1,606,320.61	46.68%	January	\$1,326,410.86	45.56%	January	\$932,308.61	37.51%	January	\$841,010.82	29.34%
February	\$325,440.60	46.23%	February	\$303,631.95	49.55%	February	\$275,073.54	52.29%	February	\$173,100.02	49.20%	February	\$212,567.44	48.77%	February	\$191,750.25	40.22%	February	\$228,439.08	32.46%
March	\$94,744.09	47.84%	March	\$116,615.58	51.44%	March	\$102,118.58	53.86%	March	\$145,490.31	51.33%	March	\$114,857.70	50.50%	March	\$53,955.12	40.99%	March	\$53,955.12	32.46%
April	\$293,093.56	52.81%	April	\$307,474.39	56.42%	April	\$376,384.02	59.64%	April	\$350,242.48	56.44%	April	\$310,514.51	55.19%	April	\$226,302.02	44.19%	April	\$226,302.02	32.46%
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%	May	\$1,509,515.99	32.46%
June	\$321,314.81	84.70%	June	\$175,315.55	89.13%	June	\$311,451.51	91.04%	June	\$370,144.70	88.58%	June	\$258,257.40	88.36%	June	\$199,209.50	68.40%	June	\$199,209.50	32.46%
July	\$22,776.64	85.09%	July	\$40,561.56	89.79%	July	\$19,427.41	91.33%	July	\$29,566.00	89.01%	July	\$40,730.96	88.98%	July	\$31,397.65	68.85%	July	\$31,397.65	32.46%
August	\$35,236.94	85.69%	August	\$31,145.75	90.29%	August	\$33,129.22	91.84%	August	\$32,985.32	89.49%	August	\$43,846.84	89.64%	August	\$26,918.68	69.23%	August	\$26,918.68	32.46%
Adjustment		85.69%	Adjustment		90.29%	Adjustment		91.84%	Adjustment		89.49%	Adjustment		89.64%	Adjustment		69.23%	Adjustment		32.46%
Total	\$5,050,480.87		Total	\$5,573,853.79		Total	\$5,981,303.97		Total	\$6,130,240.27		Total	\$5,938,543.78		Total	\$4,886,484.35		Total	\$2,379,958.57	
Budgeted	\$5,894,069.00		Budgeted	\$6,173,080.00		Budgeted	\$6,512,599.00		Budgeted	\$6,850,000.00		Budgeted	\$6,625,000.00		Budgeted	\$7,058,605.00		Budgeted	\$7,331,924.00	
over/under	(\$843,588.13)		over/under	(\$599,226.21)		over/under	(\$531,295.03)		over/under	(\$719,759.73)		over/under	(\$686,456.22)		over/under	(\$2,172,120.65)		over/under	(\$4,951,965.43)	

General Fund Expenditures

MONTH	2019-20	%	MONTH	2020-21	%	MONTH	2021-22	%	MONTH	2022-23	%	MONTH	2023-24	%	MONTH	2024-25	%	MONTH	2025-26	%
September	\$707,628.51	8.41%	September	\$746,449.58	8.67%	September	\$726,108.97	7.05%	September	\$843,013.71	8.02%	September	\$975,269.83	9.21%	September	\$1,001,176.78	9.41%	September	\$962,112.20	9.00%
October	\$730,251.14	17.10%	October	\$599,815.74	15.64%	October	\$782,381.18	14.65%	October	\$700,149.06	14.68%	October	\$796,362.90	16.73%	October	\$1,032,630.75	19.11%	October	\$814,653.23	16.62%
November	\$744,282.53	25.95%	November	\$669,115.03	23.42%	November	\$761,895.24	22.04%	November	\$817,968.94	22.46%	November	\$730,846.86	23.63%	November	\$756,832.64	26.22%	November	\$724,513.13	23.39%
December	\$622,766.74	33.35%	December	\$609,195.12	30.48%	December	\$725,284.02	29.09%	December	\$666,779.51	28.80%	December	\$799,262.02	31.18%	December	\$706,040.78	32.85%	December	\$820,349.65	31.07%
January	\$554,686.89	39.95%	January	\$575,402.26	37.18%	January	\$591,318.96	34.83%	January	\$673,716.31	35.21%	January	\$656,336.17	37.37%	January	\$825,573.75	40.61%	January	\$697,555.10	37.59%
February	\$679,048.37	48.02%	February	\$647,073.32	44.70%	February	\$678,884.50	41.42%	February	\$707,913.94	41.95%	February	\$781,177.25	44.75%	February	\$781,008.28	47.95%	February	\$754,714.05	44.65%
March	\$550,129.69	54.56%	March	\$629,563.71	52.01%	March	\$561,377.67	46.87%	March	\$588,417.50	47.55%	March	\$697,586.96	51.34%	March	\$681,419.17	54.35%	March	\$681,419.17	44.65%
April	\$832,492.26	64.46%	April	\$695,494.90	60.09%	April	\$642,188.70	53.11%	April	\$671,609.00	53.94%	April	\$851,254.57	59.37%	April	\$861,691.01	62.44%	April	\$861,691.01	44.65%
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%	May	\$717,138.02	44.65%
June	\$632,978.93	78.22%	June	\$709,884.86	75.14%	June	\$691,562.05	66.18%	June	\$768,940.09	68.27%	June	\$764,684.10	73.91%	June	\$796,923.41	76.67%	June	\$796,923.41	44.65%
July	\$596,192.71	85.31%	July	\$668,214.85	82.91%	July	\$638,535.09	72.38%	July	\$659,578.02	74.55%	July	\$989,364.57	83.25%	July	\$896,838.23	85.10%	July	\$896,838.23	44.65%
August	\$634,969.51	92.86%	August	\$706,801.30	91.12%	August	\$635,707.67	78.55%	August	\$835,531.07	82.50%	August	\$701,509.46	89.88%	August	\$973,925.68	94.25%	August	\$973,925.68	44.65%
Adjustment		92.86%	Adjustment		91.12%	Adjustment		78.55%	Adjustment		82.50%	Adjustment		89.88%	Adjustment		94.25%	Adjustment		44.65%
Total Spent	\$7,809,561.71		Total Spent	\$7,842,355.65		Total Spent	\$8,090,178.97		Total Spent	\$8,671,934.09		Total Spent	\$9,518,539.03		Total Spent	\$10,031,198.50		Total Spent	\$4,773,897.36	
Budgeted	\$8,410,000.00		Budgeted	\$8,606,700.00		Budgeted	\$10,299,211.00		Budgeted	\$10,511,738.00		Budgeted	\$10,590,631.00		Budgeted	\$10,643,613.00		Budgeted	\$10,692,006.00	
over/under	(\$600,438.29)		over/under	(\$764,344.35)		over/under	(\$2,209,032.03)		over/under	(\$1,839,803.91)		over/under	(\$1,072,091.97)		over/under	(\$612,414.50)		over/under	(\$5,918,108.64)	

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

Regular; Beginning Month 09/2025; Processing Month 02/2026; Fund Number 05

Fund: 05 ACTIVITIES FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
Current Assets					
05 101	CASH	80,880.09	165,023.84	170,632.43	75,271.50
	Total: Current Assets	80,880.09	165,023.84	170,632.43	75,271.50
Fund Balance					
05 704	FUND BALANCE	312,841.45	0.00	485.85	313,327.30
05 704 1008	ACTIVITY DIRECTOR ACCT.	(6,019.36)	325.00	120.00	(6,224.36)
05 704 1009	TRACK	1,342.51	0.00	0.00	1,342.51
05 704 1010	HIGH SCHOOL YEARBOOK	368.02	1,465.56	933.00	(164.54)
05 704 1015	MIDDLE SCHOOL YEARBOOK	(23.83)	0.00	0.00	(23.83)
05 704 1020	ART CLUB	5,603.18	40.00	400.00	5,963.18
05 704 1025	HIGH SCHOOL BAND	(4,774.59)	4,102.32	8,945.05	68.14
05 704 1034	CHEERLEADING	2,066.67	432.00	1,020.00	2,654.67
05 704 1035	HIGH SCHOOL DANCE	378.51	0.00	200.00	578.51
05 704 1040	CLASS OF 2028	407.48	0.00	400.00	807.48
05 704 1045	CLASS OF 2026	(265.03)	0.00	0.00	(265.03)
05 704 1050	CLASS OF 2027	(0.01)	55.20	1,548.00	1,492.79
05 704 1060	CLASS OF 2025	314.76	0.00	0.00	314.76
05 704 1065	CLASS OF 2020	257.94	0.00	0.00	257.94
05 704 1070	BOYS GOLF	1,244.36	0.00	300.00	1,544.36
05 704 1075	HIGH ABILITY LEARNERS	13,258.70	1,792.38	1,355.00	12,821.32
05 704 1080	CONCESSIONS	27,945.89	21,081.29	18,976.40	25,841.00
05 704 1085	MIDDLE SCHOOL STUDENT COUNCIL	4,343.71	4,431.43	3,229.52	3,141.80
05 704 1090	ELEMENTARY ACTIVITY FUND	335.14	851.00	956.00	440.14
05 704 1091	JUNIOR HIGH ACTIVITIES	0.00	231.86	400.00	168.14
05 704 1092	ELEMENTARY PBIS	(716.09)	0.00	0.00	(716.09)
05 704 1095	ELEMENTARY POP	3,188.15	0.00	0.00	3,188.15
05 704 1096	ELEMENTARY CIRCLE OF FRIENDS	0.00	0.00	862.88	862.88
05 704 1100	ELEMENTARY STUDENT COUNCIL	3,744.41	1,025.20	1,186.14	3,905.35
05 704 1101	PRESCHOOL ACTIVITIES	525.00	0.00	0.00	525.00
05 704 1102	DIGITAL MEDIA	2,064.70	0.00	0.00	2,064.70
05 704 1105	FBLA	38.61	2,796.09	4,768.00	2,010.52
05 704 1110	FCCLA	(5,539.12)	1,207.37	8,059.98	1,313.49
05 704 1115	FFA	12,674.82	18,853.87	30,470.68	24,291.63
05 704 1120	FACILITY USE	241.54	0.00	0.00	241.54
05 704 1124	COLERIDGE FITNESS CENTER	(9,797.42)	1,116.25	1,855.00	(9,058.67)
05 704 1125	LAUREL FITNESS CENTER	(19,052.89)	1,143.05	2,775.00	(17,420.94)
05 704 1126	MIDDLE SCHOOL PLAYGROUND	0.00	0.00	12,508.00	12,508.00
05 704 1130	MIDDLE SCHOOL FFA	713.63	0.00	0.00	713.63
05 704 1140	GENERAL ACTIVITIES	(299,716.39)	86,130.20	34,701.95	(351,144.64)
05 704 1145	INDUSTRIAL ARTS	(19,220.07)	2,321.03	1,750.00	(19,791.10)
05 704 1151	HOMECOMING	(6,001.60)	2,677.00	750.00	(7,928.60)
05 704 1152	PROM	(9,655.32)	600.00	0.00	(10,255.32)
05 704 1155	LEO	557.44	0.00	0.00	557.44
05 704 1156	MIDDLE SCHOOL PBIS	(1,396.85)	82.37	0.00	(1,479.22)
05 704 1160	LIBRARY	6,497.45	0.00	0.00	6,497.45
05 704 1161	MAKERSPACE	2,995.54	2,747.67	2,426.10	2,673.97
05 704 1163	MATH CLUB	1,056.05	0.00	0.00	1,056.05
05 704 1165	MISCELLANEOUS ACCOUNT	16,928.04	1,276.97	3,352.01	19,003.08
05 704 1170	NATIONAL HONOR SOCIETY	1,286.27	268.00	800.00	1,818.27
05 704 1175	FOOTBALL	224.11	1,144.21	2,300.00	1,379.90
05 704 1180	CROSS COUNTRY	2,794.80	565.99	1,020.84	3,249.65
05 704 1185	GIRLS GOLF	1,161.44	174.25	0.00	987.19
05 704 1190	QUIZ BOWL	(293.82)	96.98	0.00	(390.80)
05 704 1195	HIGH SCHOOL SCIENCE CLUB	12,557.20	0.00	0.00	12,557.20

Regular; Beginning Month 09/2025; Processing Month 02/2026; Fund Number 05

Fund:	05	ACTIVITIES FUND	<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
05 704 1200		SPANISH CLUB	113.80	168.00	0.00	(54.20)
05 704 1205		ONE ACTS	3,763.34	2,001.00	2,501.00	4,263.34
05 704 1210		SPEECH	1,096.87	246.00	0.00	850.87
05 704 1215		HIGH SCHOOL STUDENT COUNCIL	1,101.36	0.00	0.00	1,101.36
05 704 1220		FCA	489.81	88.34	400.00	801.47
05 704 1225		SKILLS USA	(40,740.19)	0.00	2,825.00	(37,915.19)
05 704 1230		VOCAL MUSIC	39.77	2,307.51	1,010.00	(1,257.74)
05 704 1235		VOLLEYBALL	(79.26)	315.00	2,061.00	1,666.74
05 704 1240		GIRLS BASKETBALL	1,807.55	1,205.00	400.00	1,002.55
05 704 1245		BOYS BASKETBALL	1,253.68	2,364.26	5,182.05	4,071.47
05 704 1250		WRESTLING	727.01	0.00	0.00	727.01
05 704 1255		E-SPORTS	(7,165.05)	780.29	534.19	(7,411.15)
05 704 1260		SCHOOL PICTURES	3,213.75	0.00	0.00	3,213.75
05 704 1305		AGRICULTURAL FOUNDATION SCHOLARSHIP	2,614.36	0.00	0.00	2,614.36
05 704 1310		COLLEGE ACCESS GRANT	(251.72)	450.00	0.00	(701.72)
05 704 1320		STUDENT BOARD MEMBER SCHOLARSHIP	(1,500.00)	0.00	0.00	(1,500.00)
05 704 1400		EDUCATION QUEST FOUNDATION	4,250.00	0.00	0.00	4,250.00
05 704 1500		SECURITY BANK SPONSORSHIP	50,733.54	0.00	0.00	50,733.54
05 704 1550		CLOVER	(8,573.66)	1,672.49	255.20	(9,990.95)
05 704 1600		VIDEO BOARD	2,500.00	0.00	0.00	2,500.00
05 704 1705		GREENHOUSE	0.00	0.00	1,000.00	1,000.00
05 704 1710		BELL PLAZA	8,000.00	0.00	0.00	8,000.00
Total: Fund Balance			80,880.09	170,632.43	165,023.84	75,271.50
Revenue						
05 1510 0000		INTEREST ON INVESTMENTS	0.00	0.00	444.34	444.34
05 1790 1010		HIGH SCHOOL YEARBOOK	0.00	0.00	933.00	933.00
05 1790 1020		ART CLUB	0.00	0.00	400.00	400.00
05 1790 1025		HIGH SCHOOL BAND	0.00	0.00	8,945.05	8,945.05
05 1790 1034		CHEERLEADING	0.00	0.00	1,020.00	1,020.00
05 1790 1040		CLASS OF 2028	0.00	0.00	400.00	400.00
05 1790 1050		CLASS OF 2027	0.00	0.00	1,548.00	1,548.00
05 1790 1070		BOYS GOLF	0.00	0.00	300.00	300.00
05 1790 1075		HIGH ABILITY LEARNERS	0.00	0.00	1,195.00	1,195.00
05 1790 1080		CONCESSIONS	0.00	506.89	18,514.82	18,007.93
05 1790 1085		MIDDLE SCHOOL STUDENT COUNCIL	0.00	0.00	2,600.32	2,600.32
05 1790 1090		ELEMENTARY ACTIVITY FUND	0.00	0.00	956.00	956.00
05 1790 1091		JUNIOR HIGH ACTIVITIES	0.00	0.00	400.00	400.00
05 1790 1096		ELEMENTARY CIRCLE OF FRIENDS	0.00	0.00	862.88	862.88
05 1790 1100		ELEMENTARY STUDENT COUNCIL	0.00	0.00	1,078.20	1,078.20
05 1790 1105		FBLA	0.00	0.00	4,768.00	4,768.00
05 1790 1110		FCCLA	0.00	0.00	8,059.98	8,059.98
05 1790 1115		FFA	0.00	0.00	30,373.36	30,373.36
05 1790 1124		COLERIDGE FITNESS CENTER	0.00	0.00	1,855.00	1,855.00
05 1790 1125		LAUREL FITNESS CENTER	0.00	0.00	2,775.00	2,775.00
05 1790 1126		MIDDLE SCHOOL PLAYGROUND	0.00	0.00	12,508.00	12,508.00
05 1790 1140		GENERAL ACTIVITIES	0.00	0.00	31,043.22	31,043.22
05 1790 1145		INDUSTRIAL ARTS	0.00	0.00	1,750.00	1,750.00
05 1790 1151		HOMECOMING	0.00	0.00	750.00	750.00
05 1790 1161		MAKERSPACE	0.00	0.00	2,406.11	2,406.11
05 1790 1165		MISCELLANEOUS ACCOUNT	0.00	0.00	3,332.02	3,332.02
05 1790 1170		NATIONAL HONOR SOCIETY	0.00	0.00	800.00	800.00
05 1790 1175		FOOTBALL	0.00	0.00	2,300.00	2,300.00
05 1790 1180		CROSS COUNTRY	0.00	0.00	1,020.84	1,020.84

Regular; Beginning Month 09/2025; Processing Month 02/2026; Fund Number 05

Fund: 05 ACTIVITIES FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
05 1790 1205	ONE ACTS	0.00	0.00	2,501.00	2,501.00
05 1790 1220	FCA	0.00	0.00	400.00	400.00
05 1790 1225	SKILLS USA	0.00	0.00	2,825.00	2,825.00
05 1790 1230	VOCAL MUSIC	0.00	0.00	1,010.00	1,010.00
05 1790 1235	VOLLEYBALL	0.00	0.00	2,061.00	2,061.00
05 1790 1240	GIRLS BASKETBALL	0.00	0.00	400.00	400.00
05 1790 1245	BOYS BASKETBALL	0.00	0.00	5,182.05	5,182.05
05 1790 1255	E-SPORTS	0.00	0.00	534.19	534.19
05 1790 1705	GREENHOUSE	0.00	0.00	1,000.00	1,000.00
05 1990 0000	OTHER MISCELLANEOUS LOCAL RECEIPTS	0.00	0.00	41.51	41.51
	Total: Revenue	0.00	506.89	159,293.89	158,787.00
Expenditure					
05 2900 610 0 000 008	ACTIVITY DIRECTOR ACCOUNT	0.00	325.00	120.00	205.00
05 2900 610 0 000 020	ART CLUB	0.00	40.00	0.00	40.00
05 2900 610 0 000 075	HIGH ABILITY LEARNERS	0.00	1,792.38	160.00	1,632.38
05 2900 610 0 000 124	COLERIDGE FITNESS CENTER	0.00	1,116.25	0.00	1,116.25
05 2900 610 0 000 125	LAUREL FITNESS CENTER	0.00	1,143.05	0.00	1,143.05
05 2900 610 0 000 165	MISCELLANEOUS ACCOUNT	0.00	1,276.97	19.99	1,256.98
05 2900 610 0 000 175	FOOTBALL	0.00	1,144.21	0.00	1,144.21
05 2900 610 0 000 180	CROSS COUNTRY	0.00	565.99	0.00	565.99
05 2900 610 0 000 185	GIRLS GOLF	0.00	174.25	0.00	174.25
05 2900 610 0 000 230	VOCAL MUSIC	0.00	2,307.51	0.00	2,307.51
05 2900 610 0 000 235	VOLLEYBALL	0.00	315.00	0.00	315.00
05 2900 610 0 000 240	GIRLS BASKETBALL	0.00	1,205.00	0.00	1,205.00
05 2900 610 0 000 245	BOYS BASKETBALL	0.00	2,364.26	0.00	2,364.26
05 2900 610 0 000 550	CLOVER	0.00	1,672.49	255.20	1,417.29
05 2900 610 1 000 010	HIGH SCHOOL YEARBOOK	0.00	1,465.56	0.00	1,465.56
05 2900 610 1 000 025	HIGH SCHOOL BAND	0.00	4,102.32	0.00	4,102.32
05 2900 610 1 000 034	CHEERLEADING	0.00	432.00	0.00	432.00
05 2900 610 1 000 035	HIGH SCHOOL DANCE	0.00	0.00	200.00	(200.00)
05 2900 610 1 000 050	CLASS OF 2027	0.00	55.20	0.00	55.20
05 2900 610 1 000 080	CONCESSIONS	0.00	20,574.40	461.58	20,112.82
05 2900 610 1 000 105	FBLA	0.00	2,796.09	0.00	2,796.09
05 2900 610 1 000 110	FCCLA	0.00	1,207.37	0.00	1,207.37
05 2900 610 1 000 115	FFA	0.00	18,853.87	97.32	18,756.55
05 2900 610 1 000 140	GENERAL ACTIVITIES	0.00	86,130.20	3,658.73	82,471.47
05 2900 610 1 000 145	INDUSTRIAL ARTS	0.00	2,321.03	0.00	2,321.03
05 2900 610 1 000 151	HOMECOMING	0.00	2,677.00	0.00	2,677.00
05 2900 610 1 000 152	PROM	0.00	600.00	0.00	600.00
05 2900 610 1 000 170	NATIONAL HONOR SOCIETY	0.00	268.00	0.00	268.00
05 2900 610 1 000 190	QUIZ BOWL	0.00	96.98	0.00	96.98
05 2900 610 1 000 200	SPANISH CLUB	0.00	168.00	0.00	168.00
05 2900 610 1 000 205	ONE ACTS	0.00	2,001.00	0.00	2,001.00
05 2900 610 1 000 210	SPEECH	0.00	246.00	0.00	246.00
05 2900 610 1 000 220	FCA	0.00	88.34	0.00	88.34
05 2900 610 1 000 255	E-SPORTS	0.00	780.29	0.00	780.29
05 2900 610 1 000 310	COLLEGE ACCESS GRANT	0.00	450.00	0.00	450.00
05 2900 610 2 000 090	ELEMENTARY ACTIVITY FUND	0.00	851.00	0.00	851.00
05 2900 610 2 000 100	ELEMENTARY STUDENT COUNCIL	0.00	1,025.20	107.94	917.26
05 2900 610 3 000 085	MIDDLE SCHOOL STUDENT COUNCIL	0.00	4,431.43	629.20	3,802.23
05 2900 610 3 000 091	JUNIOR HIGH ACTIVITIES	0.00	231.86	0.00	231.86
05 2900 610 3 000 156	MIDDLE SCHOOL PBIS	0.00	82.37	0.00	82.37
05 2900 610 3 000 161	MAKERSPACE	0.00	2,747.67	19.99	2,727.68

Regular; Beginning Month 09/2025; Processing Month 02/2026; Fund Number 05

Fund: 05 ACTIVITIES FUND

	<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
Total: Expenditure	0.00	170,125.54	5,729.95	164,395.59
Total: 05	161,760.18	506,288.70	500,680.11	473,725.59

Checking Account ID: 5

Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
11473	02/05/2026	X			ANDERSON	RANDY ANDERSON	168.00
11474	02/05/2026	X			BALLERT	TYAN BALLER	120.00
11475	02/05/2026	X			EIKMEIER	GARY EIKMEIER	168.00
11476	02/05/2026	X			GOULAMY	AMY GOULD	28.95
11477	02/05/2026	X			HAISCHBL	BRUCE HAISCH	120.00
11478	02/05/2026	X			HARTINGTON	HARTINGTON-NEWCASTLE PUBLIC SCHOOLS	96.00
11479	02/05/2026	X			HEITHOFFT	TODD HEITHOFF	168.00
11480	02/05/2026	X			KRAMERT	TODD KRAMER	168.00
11481	02/05/2026	X			LEIGHSCHOO	LEIGH COMMUNITY SCHOOLS	125.00
11482	02/05/2026	X			NAJE	NAJE	150.00
11483	02/05/2026	X			NEBRASKFFA	NEBRASKA FFA	75.00
11484	02/05/2026	X			RETHWISCHG	GAGE RETHWISCH	168.00
11485	02/05/2026	X			SMOKINTS	SMOKIN' T'S CATERING	650.75
11486	02/05/2026	X			SPECHT	RYAN SPECHT	168.00
11487	02/05/2026	X			USD	UNIVERSITY OF SOUTH DAKOTA	175.00
11488	02/06/2026	X			CASH	CASH	1,000.00
11489	02/06/2026	X			JESSEND	DARYL JESSEN	200.00
11490	02/10/2026	X			AMAZCAPITA	AMAZON CAPITAL SERVICES	87.58
11491	02/10/2026	X			CVCC	CEDAR VIEW COUNTRY CLUB	3,500.00
11492	02/10/2026	X			CHESTERMAN	CHESTERMAN COMPANY	550.36
11493	02/10/2026	X			COUNTRYINN	COUNTRY INN AND SUITES BY RADISSON	855.36
11494	02/10/2026	X			ELANFINANC	ELAN FINANCIAL SERVICES	6,085.38
11495	02/10/2026	X			LAURELHOME	LAUREL'S HOMETOWN MARKET	904.82
11496	02/10/2026	X			NECLASSC	NEBRASKA CLASS "C" ALL-STATE	168.00
11497	02/10/2026	X			STANTONMUS	STANTON MUSIC BOOSTERS	120.00
11498	02/10/2026				UNIVERSIT1	UNIVERSITY OF NEBRASKA-LINCOLN	25.00
11499	02/12/2026	X			ARENSR	RILEY ARENS	165.00
11500	02/12/2026				GNAC	GNAC CONFERENCE	1,817.00
11501	02/12/2026	X			JOHNSONFIT	JOHNSON FITNESS & WELLNESS	1,205.70
11502	02/12/2026	X			LENTONC	CORY LENTON	165.00
11503	02/12/2026	X			WAKEFI	WAKEFIELD COMMUNITY SCHOOL	99.00
11504	02/12/2026	X			ZEMLICKAJ	JASON ZEMLICKA	165.00
11505	02/19/2026	X			AMAZCAPITA	AMAZON CAPITAL SERVICES	762.17
11506	02/19/2026	X			BEYEPATR	Patricia Beyeler	131.81
11507	02/19/2026				CREATDZYNE	JANET MACKLIN	1,510.00
11508	02/19/2026				LAUCHAMBER	LAUREL CHAMBER COMMUNITY CLUB	750.00
11509	02/19/2026	X			PROVIDENCE	PROVIDENCE MEDICAL CENTER	145.20
11510	02/27/2026	X			CLOVER	CLOVER	367.05
11511	02/27/2026	X			REVTRAK	REVTRAK	3.30
11512	02/27/2026				GRAHAMMA	MADALYNN GRAHAM	120.00
11513	02/27/2026				KESTINGP	PARKER KESTING	120.00
11514	02/27/2026				KESTINGS	SARAH KESTING	120.00
11515	02/27/2026				KREPELC	CLAIRE KREPEL	120.00
11516	02/27/2026				SCHIEFFERK	KARLEY SCHIEFFER	120.00
Check Type Total:			Check		Void Total:	0.00	Total without Voids: 23,931.43
Checking Account Total:		5			Void Total:	0.00	Total without Voids: 23,931.43
Grand Total:					Void Total:	0.00	Total without Voids: 23,931.43

School Board Report – Monday, March 9th, 2026

FFA - has been extremely busy throughout the month of February. On February 14th, FFA went to NECC for District CDEs or Career Development Events. They qualified 4 teams for state: Floriculture, Ag Sales, Nursery Landscape, and Welding. They have 21 students heading to state at the end of March. FFA also just completed their community breakfast, which was a huge success.

Quizbowl- They just took a test to see who qualified to compete to represent LCC on March 18th at Neligh.

Speech- They hosted the home speech meet a few weekends ago. Students went to support the team.

NHS -. This past month they went up to the nursing home located in Coleridge. We went up in the afternoon. We spent time with the residents doing crafts and playing games. We also were able to eat snacks with them and socialize. It was a great experience for the kids and residents alike to just connect with one another!

FBLA - They got their donuts in from their fundraiser and are in the process of getting those handed out!

Skills USA - State is coming up fast and they are working hard to finalize their competitions and complete their resumes.

FCCLA - They have been preparing Maddie Campbell for the State FCCLA which is in Lincoln. Their state event is at the end of March. They have also been working hard in their meetings and have started having a member of the month.

Overview

The month of February flew by. Some of the LCC students attended parts of the LCC home meet to cheer on the speech kids. We are in between sports seasons with basketball being over and track starting soon. Many students have been using this time to work on school work and prepare for the upcoming state events for many of our clubs. Most clubs have their state events in April, so March is a big month in preparing for these events. Juniors and Sophomores have been doing a lot of ACT prep to prepare for the upcoming test day that is in late March. Juniors will take the ACT and sophomores will take the Pre-ACT. Juniors have also worked hard to finish up the prom planning and decorating. Prom is taking place on March 21st, so it is coming up fast.

Home of the Bears

LAUREL CONCORD COLERIDGE

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

March '26 Board Report

Athletics

● **HS Boys Golf**

- Begin official practices today.
 - Will have participation numbers at a later date.
- 4/11 @ Plainview
- 4/14 @ Creighton
- 4/16 @ LCC
- 4/20 @ Ponca
- 4/23 @ Fairplay
- 4/28 @ Hartington
- 5/2 @ Pierce
- 5/5 @ West Holt
- 5/7 @ Wayne
- 5/11 @ Randolph
- 5/12 @ Wayne
- 5/18 Districts @ Fairplay
- 5/27-28 State @ Grand Island (Indian Head)

● **HS Girls/Boys Track**

- Begin official practices today.
 - Will have participation numbers at a later date.
- 4/1 @ Plainview
- 4/8 @ Creighton
- 4/10 @ Pender
- 4/14 @ Wayne
- 4/21 @ LCC
- 4/23 @ Ponca
- 4/30 @ Norfolk Classic
- 5/2 @ Hartington
- 5/7 @ LCC
- 5/14 Districts @ Hartington
- 5/22-23 State @ Omaha

● **JH Girls/Boys Track**

- Begin official practices March 16.
 - Will have participation numbers at a later date.
- 3/31 @ Randolph
- 4/9 @ Hartington
- 4/15 @ Ponca
- 4/22 @ LCC
- 5/1 @ Hartington
- 5/5 @ LCC

Home of the Bears

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Activities

- **Esports**
 - Spring season is underway with practices and competitions.
 - State is scheduled for April 18th @ Doane University.
- **Speech**
 - Season is underway with a few competitions left this season.
 - Hosted our annual LCC speech meet on Saturday, Feb 28th.
 - 3/9 @ LHNE (GNAC)
 - 3/17 Districts @ Homer
 - 3/27 State @ Kearney
- State FFA
 - March 25-28 @ Lincoln
- State Band
 - March 28 @ Kearney
- State FCCLA
 - March 29-31 @ Lincoln
- State Skills
 - April 9-11 @ Grand Island
- State FBLA
 - April 16-18 @ Kearney

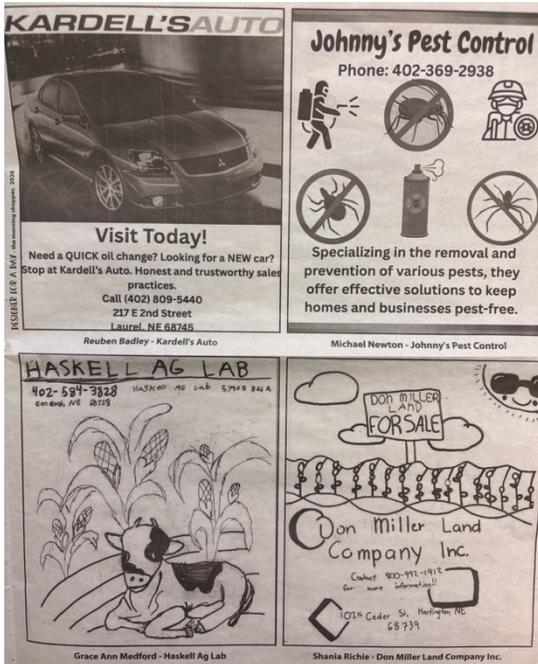
Transportation

- Nothing of note to mention at this time.



Middle School Principal Report
Mark Leonard
March Board of Education Meeting
Monday, March 9, 2026

Middle School Curriculum & Instruction



Spotlight – Designer of the Day – The Morning Shopper (The Wayne Herald)

For our Exploratory Art (6th grade) and Digital Media (7th grade) courses, our students have been working on their advertisements for the March 3rd edition of *The Morning Shopper*. We had a total of 26 businesses who provided funding to the *Wayne Herald* for our students to create an advertisement for their business. If you did not have the opportunity to get the March 3rd edition of *The Morning Shopper*, I will bring this for all board members to see at the March board meeting. Included is just one page from *The Morning Shopper* with our student's work showing both advertisements made digitally as well as drawings for advertisements. Our students (as well as our instructors) were very excited to see their work in *The Morning Shopper* as it included each student's name underneath the business advertisement they created.

Instructional Practice Guides (IPG) Training

The Nebraska Department of Education awarded the first two years of a \$55 million federal grant to 46 recipients and accepted \$25 million in new private funding for a similar purpose from the Sherwood Foundation for a Comprehensive Literacy State Development (CLSD) grant. The Laurel-Concord-Coleridge School District was awarded \$113,750 as part of this Nebraska Literacy Project Plan for birth-kindergarten and grades 6-12 students. On February 23, all of our principals attended an IPG Training at Northeast Community College in Norfolk. The CLSD grant supports the implementation of high-quality instructional materials and evidence-based practices for literacy, utilizing Instructional Practice Guides (IPGs) to help leaders provide content-specific feedback to teachers. These guides are used to determine trends in literacy instruction across grade levels, focusing on standards alignment, teacher actions, and student engagement. These tools allow instructional leaders to provide content-specific feedback to classroom teachers and/or professional learning communities throughout cycles of observation. The purpose of the IPG is to determine trends in the implementation of high-quality instructional materials (HQIM) across grade levels. The IPG should be used only if instructional leaders have received appropriate professional learning.

Our school principals were able to apply the IPG training they received in high school classrooms at LCC on Monday, March 2nd, observing High School English, Science, and Social Studies classes. We are scheduled to work again with ESU 1 representative to observe Middle School English and Science classes as well as our reading intervention instruction that is taking place during our WIN instructional time.

External Team Visit at Bloomfield Community School

On February 24-25, I had the privilege of being on a 5-member external review team who collaborated and provided constructive feedback for the Bloomfield Community School District. During the course of two days, our external review team was able to hear how Bloomfield approached their continuous school improvement process, which involves a 5-year plan schools undertake for accreditation, certification, and approval by the Nebraska Department of Education (LCC is currently in year 4 of their 5-year Continuous School Improvement process). During this school review process, our team conducted numerous interviews first with the CIP team, elementary/middle school/high school students, certified/classified employees at both their elementary and secondary school buildings, parents of school-aged children, and members of their school board of education. These interviews were very informative and provided our external review team with deeper knowledge and insight as to the operations of their school. Our external review team received guided tours of both their elementary and secondary school buildings and were able to take classroom visits and watch live classroom instruction taking place with their students. After this was all complete, our external team collaborated to construct an exit report and presentation, which we first shared with the Bloomfield CIP and administrative team and then at the end of the school day with their certified and classified school staff. This experience was very enlightening, provided a stronger understanding as to things we are doing well here in our school district as well as areas we can continue to improve upon and grow as a school district, and gave me a sense of validation as to the instructional practices we have implemented at Laurel-Concord-Coleridge School and strong sense of gratitude for our facility and amenities at our school.

Middle School Activities/Events

CogAT Assessment – The CogAT Assessment was recently administered by Mrs. Nordby, our HAL coordinator, to our 8th graders. The Cognitive Abilities Test (CogAT) is a multiple-choice assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. The CogAT is a group-administered aptitude test commonly given as an entrance exam into school's gifted or high ability learner programs.

ELPA21 Assessment – All ELPA21 Assessments have been completed for our school district. This assessment was administered and completed by one student in the elementary, middle school, and high school. The ELPA21 Assessment is an online assessment measuring English proficiency in reading, writing, listening, and speaking. Each online assessment took roughly 20-30 minutes to complete, and scores will be reported to our school by the beginning of May.

Junior High Sports – Our JH Boys Basketball teams completed their season on February 19th at the Hartington-Newcastle Tournament, earning runner-up honors in the tournament. Our junior high boys' basketball team also earned runner-up honors in the GNAC JH Basketball Tournament. We are currently in-between sport seasons at the middle school. We are scheduled to begin JH Track and Field the week of March 16-20.

Middle School LEGO League – Our middle school LEGO League teams competed in a mini-competition at Northeast Community College in Norfolk on Saturday, February 21st in preparation for their State LEGO League competition at the University of Nebraska-Lincoln on Friday-Saturday, March 20th-21st. Our LEGO League students have been working during and after school and are excited to compete again at the state competition.

One School, One Book Initiative – Our entire student body received a copy of the book *Wishtree* by Katherine Applegate as a way to encourage our students to become more engaged in the reading process. Each day a trivia question is shared with our students in relation to the chapters they have been reading in the book. So far, this has been favorable received with many of our students participating daily.

Middle School Activities (February/March)

Tuesday, February 10th – 5th/6th Grade Honor Band (Middle School Gymnasium); Continuous School Improvement (CSI) Team Meeting (Laurel Library Conference Room); Middle School Student IEP Meeting (Middle School Boardroom)

Wednesday, February 11th – PowerSchool Bi-Weekly Meeting (via Zoom); Early Dismissal (Staff Meeting, & District-Level Professional Development – Professional Learning Teams, Vertical Alignment); Coleridge Community Club Meeting (Rodeos)

Thursday, February 12th – FIRE DRILL (AM); Student-Led Middle School FCA Meeting (Mr. Brown's Room); Middle School Student Council to Coleridge Assisted Living Centers; HS Girls/Boys Junior Varsity/Varsity Basketball @ Wisner-Pilger (Administrative Supervision)

Friday, February 13th – HS Speech Meet @ Wakefield; Middle School Love of Reading Event (Middle School Library); Parent/Student Meeting (MS Boardroom)

Saturday, February 14th – HAPPY VALENTINES DAY!; HS Boys District Wrestling (Madison High School); JH Boys Basketball @ GNAC Conference Tournament (Summerland High School); Stanton Honor Band/Concert (Stanton High School)

Monday, February 16th – NO SCHOOL (President's Day); KINDNESS WEEK; FFA CDE Workday; HS Varsity Girls Basketball Sub-Districts (vs. Lutheran High NE @ Oakland-Craig, Administrative Supervision)

Tuesday, February 17th – KINDNESS WEEK; Middle School Student ELPA21 Testing; JH Boys Basketball @ Hartington-Newcastle Tournament; HS Varsity Girls Basketball Sub-Districts (vs. Guardian Angels CC @ Oakland-Craig, Administrative Supervision); HS Girls State Wrestling Tournament (Omaha)

Wednesday, February 18th – KINDNESS WEEK; Early Dismissal (Staff Meeting & Building-Level Professional Development – School Specific/Paras – Autism Modules); HS Girls State Wrestling Tournament (Omaha)

Thursday, February 19th – KINDNESS Week; DT – FORMAL OBSERVATION; SB – FORMAL OBSERVATION; Middle School Student ELPA21 Testing; JH Boys Basketball @ Hartington-Newcastle Tournament; HS Boys State Wrestling Tournament (Omaha)

Friday, February 20th – KINDNESS WEEK ED – FORMAL OBSERVATION; HS Boys Junior Varsity/Varsity Basketball vs. Wynot (Administrative Supervision & Announcing Duties; Laurel 18U Softball Spaghetti Feed); HS Boys State Wrestling Tournament (Omaha)

Saturday, February 21st – Wisner-Pilger HS Speech Meet; HS Boys State Wrestling Tournament (Omaha)

Monday, February 23rd – Public Schools Week; National FFA Week; FCCLA ED Conference (Kearney); IPG Training (Lifelong Learning Center – NECC-Norfolk); 5th/6th Grade Honor Choir; Teammates Board Meeting (MS Boardroom); MS Student Council to Parkview Haven; HS Varsity Boys Basketball Sub-Districts (vs. Stanton @ Crofton, Administrative Supervision)

Tuesday, February 24th – Public Schools Week; National FFA Week; FFA LDEs (NECC – Norfolk); Bloomfield External Team Visit; HS Varsity Boys Basketball Sub-Districts (vs. Ponca @ Crofton)

Wednesday, February 25th – Public Schools Week; National FFA Week; FFA Teacher Breakfast; Lenten Breakfast Meeting (Presbyterian Church); PowerSchool Bi-Weekly Meeting (via Zoom); Bloomfield External Team Visit; Early Dismissal (Staff Meeting & District-Level Professional Development – Appraisal Groups & New Teacher Program); USD Pack Drumline Event (University of South Dakota)

Thursday, February 26th – Public Schools Week; National FFA Week; ESU 1 Principals Zoom Group Meeting (via Zoom); PB – FORMAL OBSERVATION

Friday, February 27th – Public Schools Week; National FFA Week; KS – FORMAL OBSERVATION; Student/Counselor Meetings (via Zoom); Staff Social (Hartington)

Saturday, February 28th – LCC HS Speech Meet

Sunday, March 1st - First Day of Women's History Month

Monday, March 2nd – IPG Training/Observations @ High School; Administrative Team Meeting; Middle School Student IEP Meeting; Elementary Family Math & Game Night (Elementary/HS Commons Area); Start of One School, One Book Initiative (*Wishtree*, Continues through March 24th); HS FCA Meeting (5:30 PM, HS Commons Area)

Tuesday, March 3rd – LN – FORMAL OBSERVATION; LCC Junior High Quiz Bowl; MS/HS Pops Concert (Laurel Campus)

Wednesday, March 4th – Lenten Breakfast Meeting (Presbyterian Church); MS Student IEP Meeting (Mrs. Mogensen's Room); PowerSchool Bi-Weekly Meeting (via Zoom); Early Dismissal (Staff Meeting & Building-Level Professional Development – Student Problem Solving Meeting); HS Girls State Basketball Championships (Lincoln)

Thursday, March 5th – Student-Led Middle School FCA Meeting (Mr. Brown's Room); HS Girls State Basketball Championships (Lincoln)

Friday, March 6th – JL – FORMAL OBSERVATION; Student Attendance Plan Meeting (HS Conference Room); Middle School Teammates Bowling Party (Wayne Bowling Alley); HS Girls State Basketball Championships (Lincoln)

Saturday, March 7th – Creighton HS Speech Invite; HS Girls State Basketball Championships (Lincoln)

Sunday, March 8th – Daylight Savings Time Begins; FFA Community Breakfast (HS Commons)

Monday, March 9th – GNAC Speech Meet @ Lutheran High NE; ALICE Tabletop Exercise; Administrative Team Meeting; Weekly School Mental Health Meeting with Mrs. Settje; SCHOOL BOARD OF EDUCATION MEETING (Laurel Library Conference Room)

Middle School Upcoming Activities Scheduled (March/April)

Tuesday, March 10th – MS Student MDT/IEP Meeting (8:00 AM, MS Boardroom); Continuous School Improvement (CSI) Team Meeting (12:30-3:30 PM, Laurel Library Conference Room); MS Student IEP Meeting (3:45 PM, HS Conference Room)

Wednesday, March 11th – Lenten Breakfast Meeting (7:00 AM, Presbyterian Church); TIP Workshop (9:00 AM, ESU 1, Wakefield); PowerSchool Bi-Weekly Meeting (9:15 AM, via Zoom); WSC Middle School Music Festival (Wayne State College, AM); Early Dismissal (2:00 PM); Staff Meeting (2:00 PM); District-Level Professional Development (2:30 PM – Professional Learning Teams to Work in Vertical Alignment Teams); Carliina Training (3:45 PM, via Zoom); Coleridge Community Club Meeting (6:30 PM, Rodeos); HS Boys State Basketball Championships (Lincoln)

Thursday, March 12th – ALICE Drill (TBA); MS Student IEP Meeting (3:45 PM, MS Boardroom); LCC Speech Community Performance Night (6:30 PM); HS Boys State Basketball Championships (Lincoln)

Friday, March 13th – MS Pep Rally (2:00-3:15 PM); HS Boys State Basketball Championships (Lincoln)

Saturday, March 14th – HS Boys State Basketball Championships (Lincoln)

Monday, March 16th – Start of JH Track & Field Practice; Administration Meeting (9:00 AM, HS Conference Room); Teammates Board Meeting (12:00 PM – MS Boardroom); Middle School Student Mental Health Meeting (12:30 PM with Mrs. Settje); FCA HS Meeting (5:30 PM, HS Commons Area); Leprechaun XC Fun Run (6:00 PM, Laurel City Park); FFA Chapter Meeting (7:00 PM, Laurel Campus)

Tuesday, March 17th – Happy St. Patrick's Day!!!; District Speech (9:00 AM, Homer High School)

Wednesday, March 18th – Lenten Breakfast Meeting (7:00 AM, Presbyterian Church); JH/HS GNAC Quiz Bowl (AM, ESU 8 – Neligh); Early Dismissal (2:00 PM); Staff Meeting (2:15 PM); Building-Level Professional Development (2:30 PM – Parent-Teacher Conference Prep); HS Cheerleading Tryouts (5:00-7:00 PM, Legacy Gym)

Thursday, March 19th – NO SCHOOL (Parent-Teacher Conferences, 2:00-8:00 PM); HS Cheerleading Tryouts (5:00-7:00 PM, Legacy Gym)

Friday, March 20th – NO SCHOOL; State Lego League Competition (University of Nebraska-Lincoln)

Saturday, March 21st – State Lego League Competition (University of Nebraska-Lincoln); LCC PROM

Monday, March 23rd – Administration Meeting (9:00 AM, HS Conference Room); Middle School Student MDT/IEP Meeting (10:00 AM, MS Boardroom); Middle School Student Mental Health Meeting (12:30 PM with Mrs. Settje); Window Opens for NSCAS Growth Testing for 3rd-8th Grade; FFA State Convention Parent Meeting

Tuesday, March 24th – HS Assessments/Testing (CCRA, ACT, Pre-ACT); USD Coyote Jazz Festival; Completion of the One School, One Book Challenge (*Wishtree*)

Wednesday, March 25th – Lenten Breakfast Meeting (7:00 AM, Presbyterian Church); State FFA (Lincoln); PowerSchool Bi-Weekly Meeting (9:15 AM, via Zoom); Severe Weather/Tornado Drill (10:00 AM, Siren in Town); Middle School Student Wellness Event (12:50-1:15 PM, MS Gymnasium); Early Dismissal (2:00 PM); Staff Meeting (2:00 PM); District-Level Professional Development (2:30 PM – Appraisal Groups and New Teacher Program)

Thursday, March 26th – State FFA (Lincoln)

Friday, March 27th – State FFA (Lincoln); State Speech (Kearney)

Saturday, March 28th – State FFA (Lincoln); All-State Band Competition (Kearney); PTO Father/Daughter Dance (4:30-6:00 PM, Elementary Commons Area)

Sunday, March 29th – FCCLA State Convention (Lincoln)

Monday, March 30th – FCCLA State Convention (Lincoln), NECC Jazz Festival (Norfolk); Administration Meeting (9:00 AM, Elementary Conference Room); Middle School Student Mental Health Meeting (12:30 PM with Mrs. Settje)

Tuesday, March 31st – FCCLA State Convention (Lincoln); JH Track & Field @ Randolph Invite (3:00 PM; Administrative Supervision)

Wednesday, April 1st – NECC Scholastic Contest; Reunification Drill (TBD); Early Dismissal (2:00 PM); Staff Meeting (2:15 PM); Building-Level Professional Development (2:30 PM – School Specific)

Thursday, April 2nd – HS Varsity Track & Field @ Plainview Invite (10:00 AM)

Friday, April 3rd – NO SCHOOL (Easter Break)

Monday, April 6th – NO SCHOOL (Easter Break)

Tuesday, April 7th – NHS Induction (7:00 PM, Laurel Campus)

Wednesday, April 8th – PowerSchool Bi-Weekly Meeting (9:15 AM, via Zoom); HS Varsity Track & Field @ Creighton Invite (10:00 AM); Early Dismissal (2:00 PM); Staff Meeting (2:00 PM); District-Level Professional Development (2:30 PM – Professional Learning Teams – Vertical Alignment); Coleridge Community Club Meeting (6:30 PM, Rodeos)

Thursday, April 9th – State Skills USA Competition (Grand Island); JH Track & Field @ Hartington-Newcastle Invite (2:00 PM; Administrative Supervision)

Friday, April 10th – State Skills USA Competition (Grand Island); HS Varsity Track & Field @ Pender Invite (12:00 PM)

Saturday, April 11th – State Skills USA Competition (Grand Island); HS Boys Golf @ Plainview Invite (9:00 AM); LCC PTO Father/Daughter Dance (6:00 PM, Laurel Campus)

Sunday, April 12th – FCA Pickleball Tournament (5:30 PM, Laurel Main Gym)

Monday, April 13th – Administration Meeting (9:00 AM, Elementary Conference Room); Middle School Student Mental Health Meeting (12:30 PM with Mrs. Settje); Continuous School Improvement (CSI) Team Meeting (12:30 PM, Laurel Library Conference Room); PTO 4th Quarter Meeting (6:30 PM, Laurel Library); FFA Chapter Meeting (7:00 PM, Laurel Campus); SCHOOL BOARD OF EDUCATION MEETING (7:00 PM – Middle School Boardroom, Coleridge)



Laurel-Concord-Coleridge High School
Principal's Report - March 9, 2026

Curriculum, Instruction, & Assessment

- Bryce, Sarah, and I continue to look at a work-based learning program for next year. Bryce is meeting with the head of Wakefield's program on Friday. Carol has been a tremendous resource for us!
- As part of the CLSD grant, I have 10 students from 9th-11th grade piloting a literacy intervention program. These are students who should be able to increase their literacy skills with this extra practice.
- English, Social Studies, and Science teachers continue to work on developing and using rubrics for written assignments to provide more objective grading and consistency between content areas.

Staff

- At our building level meetings, we've begun devoting 10 minutes to writing positive emails to parents.
- Ms. Claussen and Mrs. Hall picked up 1,000 plants in Avon, South Dakota, and students helped pot them. They're also potting vegetables and a few house plants. These will be for sale April 17-19th.
- Mr. Holcomb and Ms. Claussen are attending a 3 day series of workshops this semester entitled, "Strategies for Successful Teaching". Both reported it being beneficial. They've had the opportunity to look at behavior triggers and how to prevent them, discuss various facets of lesson planning, and learn about AI integration for teachers and students (e.g., teaching specific prompts to students so AI can help them brainstorm).
- I'll begin interviewing candidates for the administrative assistant position in the next two weeks.

Students

- StuCo is organizing the purchase of a 2nd microwave for student use. They decided to ask the five main clubs for \$40 each. Pix has a cart that can be used.
- Trash continues to be an issue in the parking lot, even with our new trash cans. Students suggested having two sections of homeroom clean up once/week.

- Combined ROAR with high school and elementary was a fun success!
- Prom preparations are in full swing. We have fewer than 10 juniors and seniors who have chosen not to attend.
- Students have been very active in clubs, activities, and Esports this month!

Parent/Community Relations

- The HS Parent Advisory group in mid February. They suggested looking at how to add a class to teach students study skills, allow them to formally job shadow, explicitly teach how to write research papers, etc. Mark, Sarah, and I have had preliminary conversations. We are looking at skills that can be scaffolded starting in 8th grade, so students can use career interest inventories to begin exploring the best course offerings for them, and then branch into job shadowing, college visits, and possibly work-based learning opportunities.
- They were also very supportive of increasing our ACT testing opportunities as a district-test site. Two of them noted their older students had experienced test anxiety, being able to test more than once at LCC would have been beneficial.
- Spring Parent Teacher Conferences will involve course registration for next year. Eighth graders & their parents will be invited to attend at the high school to prepare for next year.

Professional

- Mark, Keri, and I attended an Instructional Practice Guide (IPG) training led by NDE. It's an evidence-based method of evaluating literacy instruction which we need to use for the CLSD grant. Erin Meyers and Amy Mundil from ESU 1 spent a morning with us practicing using the guides during walkthroughs at the high school level. We will practice at the middle school later in the month.
- I attended the first Nebraska ACT Summit in Lincoln. It was an insightful opportunity to learn more about the PreACT 8/9, PreACT, and ACT, and how they all correlate, as well as a chance to talk to other administrators from around the state.

Upcoming Activities & Events

- March 12th - Speech Community Performance @6:30PM
- March 16th - Teammates Board Meeting; XC Fun Run/Walk
- March 17th - District Speech
- March 18th - GNAC Quiz Bowl
- March 19th - Parent/Teacher Conferences & Registration



Board Report - March 2026

Keri Hart

Laurel - Concord - Coleridge Elementary



<p>Monthly Spotlight</p>	<p>IPG (Instructional Practice Guide) Training and Walkthroughs</p> <ul style="list-style-type: none"> ● Mark Leonard, Jen VanMeter, and I attended the IPG training in February to learn how to use the IPG for ELA. We completed walkthroughs at the LCC high school on March 2nd. It was a great opportunity to practice using the tool. The tool is required to use through the CLSD grant, but has some great data collection and coaching/feedback components! I'm looking forward to trying it in the elementary building. <p>Additions to Elementary Teaching Staff</p> <ul style="list-style-type: none"> ● I am excited to add Hallie Noecker to the LCC staff as our elementary special education teacher! Hallie is currently student teaching in Mrs. Steinle's preschool classroom, which has given us a chance to directly work with Hallie, leading us to believe that she will be a great fit!
<p>PBIS (Positive Behavioral Intervention and Supports)</p>	<ul style="list-style-type: none"> ● February Reward - Winter Olympics <ul style="list-style-type: none"> ○ Mrs. Tanderup planned these while I was on maternity leave and the kids had a blast! We had an opening ceremony, medal presentation, points earned based on activities AND sportsmanship. The students did a great job of cheering each other on and really enjoyed the activity!
<p>SPED (Special Education)</p>	<ul style="list-style-type: none"> ● TIP (Targeted Improvement Plan) - Due May 1st <ul style="list-style-type: none"> ○ TIP workshop at ESU #1 on March 11th ○ Keri Hart, Laura Nordby, Amy Gould, and Ashley Promes will attend ○ New format this year for submitting the TIP ○ Our focus will be on: Instruction adjusted using data ○ The TIP focuses on reading achievement Kindergarten - 3rd grade, with a specific focus on students with disabilities ● SPED Accommodation Check-In <ul style="list-style-type: none"> ○ SPED teachers handed out accommodations from student IEPs and teachers made comments and checked off accommodations being used. ○ This is super helpful to ensure accommodations are happening and to gather data to guide future IEP decisions if an accommodation is no longer needed
<p>Professional Development & Curriculum and</p>	<ul style="list-style-type: none"> ● ELA Standards Based Working - Continued Work <ul style="list-style-type: none"> ○ Leadership team gathered additional information from teachers to continue to work on consistency and a plan teachers feel

<p>Instruction</p>	<p>confident in</p> <ul style="list-style-type: none"> ● Problem Solving Teams <ul style="list-style-type: none"> ○ Reviewing data to refer any students to tier 2 problem solving teams ● CIA Teams (Curriculum & Instruction) <ul style="list-style-type: none"> ○ Teachers have appreciated time to work on targeted focus areas aligned to our building level goals
<p>Activities & Events</p>	<ul style="list-style-type: none"> ● 3/9/26 - Keri returns full time ● 3/10/26 - Continuous School Improvement ● 3/11/26 - TIP Workshop ● 3/12/26 - ALICE drill ● 3/12/26 - Leadership Team Meeting ● 3/13/26 - Parent Advisory Meeting ● 3/13/26 - ROAR ● 3/17/26 - 5th grade Midsummer Night's Dream Play ● 3/17/26 - Homer visiting to observe CKLA ● 3/18/26 - SPED Accommodation Check-In ● 3/19/26 - Parent Teacher Conferences - 2:00 - 7:00 ● 3/20/26 - No School ● 3/18/26 - 3/19/26 - Keri External Visit @ West Point ● 3/23/26 - 1st grade Dinosaur Parent Engagement Event ● 3/24/26 - 3/25/26 - Keri External Visit @ Wynot ● 3/25/26 - 3/26/26 - Women in Leadership Conference ● 3/27/26 - Student Wellness Activity ● 3/28/26 - Father Daughter Dance ● 3/30/26 - 2nd Blender Bike ● 3/30/26 - ESU leadership walks ● 3/31/26 - Q & U Wedding ● 4/1/26 - Reunification Drill ● 4/4/26 & 4/6/26 - No School ● 4/10/26 - ROAR ● 4/13/26 - Continuous School Improvement Meeting, School Board Meeting, PTO Meeting



Memo to: Board of Education
From: Jeremy Christiansen
Re: Superintendent's Report
Date: Monday, March 9, 2026

Superintendent's Report

NRCSA Spring Conference

- The school district is a member of NRCSA, an organization of rural Nebraska school boards. I would encourage board members to consider attendance. This year's conference will be held in Kearney on March 19th and 20th.
- If interested, please let me know so that I can process registrations and make lodging and travel arrangements.
- Here is a link to the Conference website - <https://www.nrca.net/events/spring-conference>

Personnel Updates

Classified Staff

- Custodial Services (HS/EL) - I am excited to report that both open custodial positions have been filled! The new employees will begin duties on March 26th and March 30th, respectively.
 - JeriAnn Lowe - Jeri brings nearly 20 years of school custodial experience to our school district. She has previously worked at USD in Vermillion as well as two school districts in South Dakota. Her first day of employment will be March 26th.
 - Carrie Nordhues - Carrie resides in Randolph and brings much work experience in hog farm management. She is excited to join our team in this new role!
- High School Administrative Assistant - The position has been posted and we have received 10 applications to date. Mrs. Van Meter is reviewing applications this week and will be setting up interviews in the near future. The intended start date for this position will be April 9, 2026 to allow for sufficient training with Lois Urwiler. Mrs. Urwiler will continue working until June 30, 2026 when she officially retires.
- Library Assistant - Our current employee, Emma Folkers, has let us know that she will be leaving effective May 22nd. She has been attending Wayne State College to pursue a degree in journalism. Emma has accepted a position with Northeast Nebraska News. The position has been posted and will be advertised over the next several weeks.

Action Items

- Student Member of the School Board for 2026-2027
 - The Committee on American Civics reviewed two (2) excellent candidate applications and conducted interviews for the Student Member of the School Board for 2026-2027. The committee is recommending Faith Galvin for this

distinguished position. Faith will begin her duties at the regular Board meeting in September 2026.

- ESU 1 Services Contract for 2026-2027
 - The annual ESU 1 services contract will be attached to your Board materials for your review once the updated copy has been received. The 2026-2027 contract reflects the following change: Addition of contracted Speech Language Therapy Services due to the resignation of our current SLP and lack of candidates to fill the position.
 - For comparison purposes, here are some past service contracts with the ESU:
 - 2026-2027 : \$XXX,XXX (includes Contracted Speech Services)
 - 2025-2026 : \$142,541 (Hired own School Psychologist)
 - 2024-2025 : \$201,764
 - 2023-2024 : \$202,780
 - 2022-2023 : \$194,248
 - 2021-2022 : \$197,290 (Hired own SLP; ECSE moved in-house)
 - 2020-2021 : \$318,213
 - 2019-2020 : \$323,996
 - 2018-2019 : \$311,227

- Teacher Contracts
 - Hallie Noecker - We are pleased to recommend the approval of a teaching contract for Hallie Noecker for the 2026-2027 school year. Hallie will serve in the role of Elementary Special Education teacher. Ms. Noecker will be a recent graduate from Wayne State College. She is originally from Hartington, NE.

- Teacher Resignation
 - We have received the resignation from a teacher for consideration of acceptance. More information will be provided during the Board meeting.

- Board Policies - 4000 Series (Personnel)
 - The Board Policy Review Schedule calls for a review of policies in the 4000 series (Personnel). The policies have been reviewed by the Policy Committee and have been discussed at the February Board. There are no changes or amendments recommended at this time. The committee is recommending approval on First Reading.
 - The policies are accessible on the school district website and may also be accessed by using the following link - [4000 Series Policies \(Personnel\)](#)

- Amendment to Student and Family Handbook for 2026-2027
 - The Curriculum and Instruction Committee has previously discussed and shared information with the full Board related to the recommendation to amend the Student and Family Handbook policy section related to ineligibility for extracurricular activities. Mrs. Van Meter has shared and the Board has discussed this handbook change during prior meetings. The amendment would go into effect with the 2026-2027 school year. The proposed amendment is considered now so that students and families can be informed of the changes prior to the end of the school year.

- School Vehicles
 - Disposal of Small Vehicles
 - The Transportation, Building and Grounds Committee is recommending the disposal of two small vehicles: Car #3 - Impala (2016) and Car #5 - Impala (2015). We will intend to offer these vehicles using an online auction process as we have done in the past.
 - Purchase of a Small Vehicle
 - We are recommending the purchase of a new small vehicle - 2026 Kia Carnival Minivan, from Billion Kia in Sioux City. Jon Graham assisted in the research and test drive of the vehicle, along with Jeremy and Quin. The committee is recommending the purchase of the minivan along with the extended warranty specific for electronics.

- District and Superintendent Goals
 - Board Officers on the Executive Committee (Jay Hall, Carol Erwin, Grant Settje) met on March 4th to review and discuss the District goals as well as the Superintendent Leadership Goals. The proposed, updated goals for 2026 are attached to the Board meeting materials.

Discussion Items

- School Calendar Development for 2026-2027
 - We are continuing with development of a proposed calendar for the next school year with input from faculty and staff members, the administrative team, students' families, as well as Board members. Survey opportunities were shared with each stakeholder group to solicit feedback related to school calendar development in comparison to the current school year calendar. Board consideration for approval of the 2026-2027 calendar will be in April.

Correspondence

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

Upcoming Meetings and Workshops

- Regular Board of Education Meeting
 - Monday, April 13, 2026 (7:00 pm - Middle School Board Room, LCC Middle School/Coleridge)

- Committee Meetings to Schedule
 - Transportation/Buildings/Grounds
 - Policy



Laurel-Concord-Coleridge School

**Board of Education
Committee Meeting Agenda**

<p>Board Committee: Policy Committee</p>	<p>Meeting Date: February 18, 2026</p>
<p>Meeting Location: Elementary Conference Room</p>	<p>Meeting Start Time: 7:00 am Meeting End Time: 7:46 am</p>
<p>Participants: Bryan Pippitt, Jay Hall, Garry Anderson Jeremy Christiansen Absent: None</p>	
<p>Agenda</p> <ol style="list-style-type: none"> 1. Board Policies - 4000 Series (Personnel) <ol style="list-style-type: none"> a. No Recommended Updates/Changes 2. Other Topics <ol style="list-style-type: none"> a. School Calendar Surveys 	
<p>Discussion (Topics and Notes)</p>	<p>Follow Up (Who's Responsible/Timeline)</p>
<p>1. Board Policies - 4000 Series (Personnel)</p> <p>The committee reviewed the 4000 Series policies which were last reviewed and approved in October/November 2023.</p> <p>The following policies were specifically reviewed and discussed: (no changes recommended)</p> <ul style="list-style-type: none"> * 4018 Community Relations-Political Activity * 4025 Professional Boundaries Between Employees and Students * 4131 Agents/Tutors * 4160 Reduction in Force Policy for Certificated Staff * 4004 Duty Hours of Employees * 4007 Family and Medical Leave Policy * 4022 Military and Family Military Leave <p>No changes are recommended by the committee or administration at this time.</p>	<p>Jeremy will prepare the action item for approval of the 4000 Series policies on first reading for the March Board meeting.</p>

<p>2. Other Items for Discussion</p> <p>Jeremy shared that the school calendar development surveys had been distributed to the following groups: HS Students, Staff, Parents, Board Members. Feedback will be gathered and shared with stakeholders.</p>	<p>Jeremy will organize the survey feedback to share with stakeholder groups and with the Board and administration. Feedback will be used to inform development of the 2026-2027 calendar.</p>
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Minutes recorded by: Jeremy Christiansen



Laurel-Concord-Coleridge School

**Board of Education
Committee Meeting Agenda/Minutes**

Board Committee: Transportation/Buildings/Grounds	Meeting Date: March 2, 2026
Meeting Location: Elementary Conference Room	Meeting Start Time: 7:00 am End Time: 7:50 am
Participants: Grant Settje (Chair), Jon Graham, Jeremy Christiansen Absent: Rich Brandow	
Agenda 1. Elementary Heating <ul style="list-style-type: none">a. Continuing to Track Temp Datab. Space Heaters - Kdg Room C112c. Electric Duct Heater vs Wall-mount Heater 2. Roof Maintenance Program Proposals (ALL) - Roof Restoration (MS) <ul style="list-style-type: none">a. 20 Year Warranty (2024-2044)b. Current - 2 Year Maintenance Expires August 2026c. Prior Proposals<ul style="list-style-type: none">i. 10 Men Roofing (JM Approved)ii. Guarantee Roofingiii. 914 Commercial Roofingd. Additional Proposals (JM Approved)<ul style="list-style-type: none">i. The Roofing and Construction Company - Hartford, SD (Feb 18th)ii. Guarantee Roofing of SD - Sioux Falls (waiting for visit)iii. McKinnis Roofing & S/M Inc - Blair, NE (waiting for visit)iv. JMA Roofing - Bennington, NE (waiting for visit) 3. Locker Rooms (Main Gym) <ul style="list-style-type: none">a. CWP Approved for Design, Development and Cost-Estimatingb. Scheduled for Friday, March 6th - Architect On Site for Design Meetings<ul style="list-style-type: none">i. Sims, Kvols, Brown, Reifenrathii. Student - Karli Ferris (Pat Harrington)iii. Bermel, Conner, Christiansen	

4. Stage Project (Curtains, Lights, Sound System)

- a. \$75,000 Available - Sponsorship Agreement Security Bank (2021-2025)
- b. Site Visit to Hartington-Newcastle
- c. Vendors Contacted for Proposals
 - i. KCAV (sound, lights) Omaha
 - 1. On Site - 01/22/26
 - 2. Proposal Received - 02/25/26
 - a. Equipment - \$64,942.04 (sound, lights)
 - b. Installation - \$29,980.00
 - ii. MidStates Audio Video (sound, lights) Omaha
 - 1. On Site - 02/18/26
 - 2. Proposal Received -
 - iii. TMS - Theatrical Media Services (sound, lights, rigging) Omaha
 - 1. On Site - 02/25/26
 - 2. Proposal Received -
 - iv. Heartland Scenic Studio (sound, lights, rigging) Omaha
 - 1. On Site - 02/26/26
 - 2. Proposal Received -
 - v. Omaha Stage Equipment (lights, rigging) Omaha
 - 1. On Site - 03/02/26
 - 2. Proposal Received -
 - vi. Midwest Sound & Lighting (sound, lights, acoustics) Omaha
 - 1. Declined project
 - vii. Gemini Acoustical (acoustic panels) Sioux Falls
 - 1. Not yet contacted

5. Transportation - Small Vehicle Replacement

- a. Disposal/Silent Auction
 - i. Car #3 - Impala (2016)
 - ii. Car #5 - Impala (2015)
- b. New Vehicle
 - i. 2026 Kia Carnival Minivan (see proposal)
- c. Next for Consideration
 - i. Van #9 - Ford Econo (2009)
 - ii. Option for Replacement - 2026 Ford Transit 350 (\$49k-\$55k)
- d. School Bus Replacement Schedule

6. Capital Improvement Discussion

- a. Bus Barn
 - i. Addition and Siding
 - ii. Initial Estimates
 - 1. Jason Stewart - \$45/sq ft (not including plumbing or electrical)
 - iii. Design Work - HS Student(s)
- b. Future Track Repair
 - i. Resurface (est. \$600k)
 - ii. Replace Concrete Base (est. \$1.3 million)
- c. Track Visitor Bleachers

- d. Laurel Campus Roof Replacement (Gyms)
- e. MS Roof Repair/Replacement
- f. Flag/Bell Plaza (\$8,000 Pledge Received)
- g. Highway Sign (\$75,000 Pledged)
- h. Library Sign (Partnership with Library Board and City of Laurel)
- i. MS HVAC System

7. Other Items for Discussion

- a. Iron Cast Pipe - Clean Out; Estimate for Lining
- b. EL/HS Playground Fence
- c. MS Playground Grants/Project
- d. Pickleball Court Project
- e. Elementary Conference Room Floor
- f. Security Cameras - Installation Finish
- g. Technology (e-rate funds) - Switches, Access Points, Servers

Discussion (Topics and Notes)	Follow Up (Who's Responsible/Timeline)
<p>1. Elementary Heating Update and discussion on the heating challenges in Kdg Room C112. The use of space heaters was necessary during the most recent cold weather.</p>	<p>Jeff Bermel is continuing to track the interior temperatures in this classroom and adjacent classrooms.</p>
<p>2. Roof Maintenance Program Proposals Four roofing companies, each authorized by JM materials, have been contacted. One company came on site and we are waiting for their proposal. One other company indicated a willingness to come onsite, but have not yet scheduled a visit.</p>	<p>Jeremy will continue to seek roof maintenance plan proposals from JM approved companies. The current 2-year maintenance program as part of the installation warranty goes through August 2026.</p>
<p>3. Locker Rooms (Main Gym) Jeremy shared updates with CWP's Bob Soukup to be onsite March 6th to meet with a variety of staff, including a student who has been working on design ideas for the locker rooms also. Design work will continue as will cost estimating to allow the Board opportunity to review and discuss budgeting options.</p>	<p>Jeremy will facilitate the CWP meetings on March 6th. He will update the committee and Board as additional design options and cost-estimating are provided.</p>
<p>4. Stage Project The committee learned that several vendor companies have been to the school to review and take measurements for the Stage Project. It was noted that different vendors are required for different parts of the project (e.g., sound, lights, rigging/curtains).</p>	<p>Jeremy will continue to gather and share information and proposals as they are received.</p>

<p>5. Transportation - Small Vehicle Replacement Discussion was held related to the disposal of two small vehicles: Car #3 - Impala (2016) and Car #5 - Impala (2015). The committee reviewed the window sticker and purchase proposal for a New Vehicle - 2026 Kia Carnival Minivan. This is the same van that Jon, Jeremy, and Quin test drove in Sioux City. The committee is recommending the purchase of the minivan along with the extended warranty specific for electronics. Jeremy also shared possible future consideration of disposing of Van #9 - Ford Econo (2009) and looking at a replacement - 2026 Ford Transit 350 (\$49k-\$55k) available through Woodhouse Ford/Blair. Jeremy shared that he and Quin are reviewing the School Bus Replacement Schedule, but are recommending holding off until the next fiscal year for a possible purchase.</p>	<p>Jeremy will prepare an action item for the Board to consider for the purchase of the Kia minivan.</p>
<p>6. Capital Improvement Discussion A variety of other items were discussed with no significant updates to report.</p>	<p>None</p>
<p>5. Other Items for Discussion Jeremy provided updates for each of the following topics: Iron Cast Pipe - Clean Out; Estimate for Lining EL/HS Playground Fence MS Playground Grants/Project Pickleball Court Project Elementary Conference Room Floor Security Cameras - Installation Finish Technology (e-rate funds) - Switches, Access Points, Servers</p>	<p>Jeremy will continue to monitor and report on progress.</p>

Minutes Recorded by Jeremy Christiansen

Laurel-Concord-Coleridge School

School District Goals Revised March 2026

Goal #1: Systematic Analysis and Evaluation of Programs and Facilities

The Board of Education will support and monitor the development and implementation of a systematic process to analyze and evaluate the school district's programs and facilities. This process will assess their effectiveness, efficiency, and alignment with the district's mission, while prioritizing their value and impact on student learning and well-being.

This goal and its associated benchmarks aim to foster transparency, accountability, and a commitment to continuous improvement, ensuring that district resources are optimized to maximize student success.

Goal #2: Sustaining, Measuring, and Deepening Stakeholder Engagement

The Board of Education will prioritize and support the refinement, measurement, and sustainability of stakeholder engagement systems to ensure meaningful connections and active participation among all stakeholders, including students, families, staff members, business partners, and community members. This goal will strengthen accountability, deepen trust, and promote shared responsibility for student success through clearly defined indicators of impact and continuous improvement practices.

This goal emphasizes the formalization of engagement structures, the use of measurable outcomes to evaluate effectiveness, and the intentional alignment of partnerships and communication efforts to support student learning, well-being, and long-term district sustainability.

Laurel-Concord-Coleridge School

School District Goals Established 2025

Goal #1: Systematic Analysis and Evaluation of Programs and Facilities

The Board of Education will support and monitor the development and implementation of a systematic process to analyze and evaluate the school district's programs and facilities. This process will assess their effectiveness, efficiency, and alignment with the district's mission, while prioritizing their value and impact on student learning and well-being.

This goal and its associated benchmarks aim to foster transparency, accountability, and a commitment to continuous improvement, ensuring that district resources are optimized to maximize student success.

Goal #2: Creating and Fostering a Culture of Connection and Stakeholder Engagement

The Board of Education will prioritize and support the development of a culture rooted in meaningful connections and active engagement among all stakeholders, including students, families, staff members, business partners, and community members. This goal will enhance collaboration, strengthen trust, and promote shared responsibility for student success.

This goal emphasizes collaboration, trust-building, and shared responsibility, fostering a supportive and inclusive environment that strengthens the district's ability to meet the needs of all students.



Superintendent's Leadership Goals

Revised March 2026

Jeremy Christiansen, Superintendent

The Laurel-Concord-Coleridge Board of Education and Superintendent, Jeremy Christiansen, met on March 9, 2026 as part of a regularly scheduled Board of Education meeting. Discussion was held regarding priorities identified through review of the Superintendent's 2025 Leadership Goals and annual performance evaluation. The following represent the revised Leadership Goals through December 2026.

Goal #1: Systematic Analysis and Evaluation of Facilities and Programs

The Superintendent will be responsible for development and implementation of a systematic process to analyze and evaluate the school district's facilities and programs. This process will assess their effectiveness, efficiency, and alignment with the district's mission, while prioritizing their value and impact on student learning and well-being.

Implementation Targets and Timeline: March 2026 - December 2026

March/April 2026 – Framework Design & Board Alignment

- **Development of an Evaluation Framework**
 - Design a comprehensive evaluation framework that outlines criteria for assessing the effectiveness, efficiency, and alignment of facilities and programs including consideration of value and impact on student learning.
- **Present draft Evaluation Framework:**
 - Criteria categories:
 - Student Impact
 - Enrollment & Participation Trends
 - Financial Efficiency
 - Staffing Allocation
 - Facility Utilization
 - Alignment to Mission & Priorities
 - Confirm evaluation cycle structure (3-year rolling review)
- **Deliverable - April Board Meeting:**
 - Board review and approval of evaluation framework template and review cycle design.

May 2026 – District Inventory & Baseline Data Collection

- Complete comprehensive inventory of:
 - All instructional programs
 - Intervention programs
 - CTE & extracurricular programs
 - Student support services
 - Facilities and major spaces
- Identify available data:
 - Enrollment trends
 - Program participation
 - Budget allocations
 - Staffing ratios
 - Facility square footage usage
- Deliverable - May Board Meeting:
 - Present completed district inventory document
 - Identify data gaps
 - Confirm first programs/facilities selected for pilot review (August/September)

June 2026 – Data Dashboard Development

- Design visual dashboard template
 - Compile baseline data into dashboard format
- Begin facilities utilization analysis
 - Review maintenance logs & capital needs summary
- Deliverable - June Board Meeting:
 - Share dashboard template
 - Share initial utilization findings
 - Confirm 2–3 initial review areas

July 2026 – Stakeholder Input Phase

- Targeted surveys specific to:
 - Program effectiveness
 - Facility usage
 - Future needs
- Consideration of:
 - Small focus groups (staff, students)
- Deliverable - July Board Meeting:
 - Share stakeholder summary themes
 - Refine evaluation rubric based on feedback

August 2026 – Initial Program Review

- Conduct full evaluation of:
 - One academic program (example: literacy/intervention)
 - One non-academic program (example: activity or CTE strand)
 - One facility area (example: underutilized space or high-cost area)
- Deliverable - August Board Meeting:
 - Present initial evaluation findings:
 - Strengths
 - Cost/value analysis
 - Participation trends
 - Recommendations (sustain, refine, reduce, expand)

September 2026 – Refinement & Expansion

- Adjust framework based on initial evaluation findings
- Continue with expanded program and facility evaluation:
 - Academic Programs
 - Non-academic Programs
 - Facilities
- Deliverable - September Board Meeting:
 - Present refined evaluation model
 - Share preliminary trends across program categories

October 2026 – Facilities & Capital Alignment

Focus for the Month: Long-Range Facilities Planning

- Present and Discuss:
 - Space utilization report
 - Deferred maintenance priorities
 - Projected enrollment impacts
- Align evaluation findings with capital planning
- Deliverable - October Board Meeting:
 - Discussion: 3–5 year facilities outlook
 - Identify potential areas for efficiency or reallocation

November 2026 – Recommendations & Implementation Roadmap

Focus for the Month: Program Planning

- Synthesize program review findings
 - Identify:
 - Programs to sustain

- Programs to refine
- Potential consolidations or expansions
- Discuss initial draft of phased implementation plan
- Deliverable - November Board Meeting:
 - Present:
 - Summary report
 - Budget alignment implications
 - 3-year evaluation cycle calendar

December 2026 – Formalization & Monitoring Structure

- Finalize:
 - Evaluation cycle calendar
 - Annual monitoring dashboard
 - Reporting structure
- Establish:
 - Outline for Annual “Program & Facilities Review” for January Board Workshop
- Deliverable - December/January Board Meeting:
 - Adopt systematic evaluation model
 - Set 2027 monitoring checkpoints

Goal #2: Sustaining, Measuring, and Deepening Stakeholder Engagement

The Superintendent will refine and formalize stakeholder engagement systems by establishing measurable indicators of engagement impact, strengthening structured feedback mechanisms, and quantifying community partnership outcomes to ensure long-term sustainability and accountability.

Key Focus Areas and Action Steps (March - December 2026)

1. Develop Stakeholder Engagement Dashboard
 - Survey response rates
 - Event participation rates
 - Advisory group participation
 - Communication reach metrics

2. Implement Biannual Structured Focus Groups
 - Students
 - Staff
 - Parents
 - Community partners

3. Design a Formal Partnership Tracking System
 - Number of partnerships
 - Internship/Job Shadow hours
 - Financial contributions
 - In-kind support
 - Student participation

4. Consider Student Voice Expansion
 - Superintendent intentional interaction with student advisory groups (e.g., student councils, program/activity leadership teams)

5. Develop and Present Annual Engagement Impact Report
 - Move beyond narrative to include metrics and growth indicators

Goal #2 moves from development to implementation this year. For the remainder of 2026, I recommend we shift from building engagement systems to measuring and refining them so that we can sustain and quantify the impact.



Superintendent's Leadership Goals

2025

Jeremy Christiansen, Superintendent

The Laurel-Concord-Coleridge Board of Education and Superintendent, Jeremy Christiansen, met on January 3, 2025 as part of a scheduled Board of Education Workshop. Discussion was held regarding priorities identified through the Superintendent's 2024 annual performance evaluation which have then been translated into the following goal(s) which will be reflected in the Superintendent's 2025 performance evaluation.

Goal #1: Systematic Analysis and Evaluation of Facilities and Programs

The Superintendent will be responsible for development and implementation of a systematic process to analyze and evaluate the school district's facilities and programs. This process will assess their effectiveness, efficiency, and alignment with the district's mission, while prioritizing their value and impact on student learning and well-being.

Key Components and Action Steps

1. Development of an Evaluation Framework

- Design a comprehensive evaluation framework that outlines criteria for assessing the effectiveness, efficiency, and alignment of facilities and programs including consideration of value and impact on student learning.
- Include stakeholder input through surveys, focus groups, and committee discussions.

2. Comprehensive Data Collection

- Conduct a district-wide inventory of facilities and programs by March 10, 2025.
- Compile baseline data on utilization rates, cost efficiency, and student outcomes by April 14, 2025.

3. Program and Facility Audits

- Evaluate facilities for space utilization, safety compliance, and projected future capital improvement needs.
- Assess programs for their alignment with student needs, opportunities for excellence, district goals, and cost-effectiveness.

4. Stakeholder Engagement

- Facilitate opportunities for input from students, families, staff, and community members throughout the evaluation process.
- Host opportunities for public input, committee meetings, and engagement sessions to share findings and gather feedback.

5. Recommendations and Implementation Plan

- Present findings to the Board, including actionable recommendations for improving facilities and programs.
- Develop a phased implementation plan with timelines, budget considerations, and measurable outcomes.

6. Ongoing Monitoring and Reporting

- Establish a system for continuous monitoring and regular updates on the implementation of recommendations.
- Adjust plans based on new data, stakeholder feedback, and evolving district priorities.

Goal #2: Creating and Fostering a Culture of Connection and Stakeholder Engagement

The Superintendent will be responsible for the development of a culture rooted in meaningful connections and active engagement among all stakeholders, including students, families, staff members, business partners, and community members. This goal will enhance collaboration, strengthen trust, and promote shared responsibility for student success.

Key Components and Action Steps

1. Stakeholder Communication and Outreach

- Establish clear, consistent, and multi-modal communication channels to ensure stakeholders are informed and heard.
- Document the district-wide communication plan, including regular newsletters, social media updates, and district app and website applications.
- Conduct annual surveys to assess stakeholder satisfaction with communication, engagement efforts, and perceived impact on connection and trust.

2. Focus Groups and Anecdotal Evidence

- Organize biannual focus groups to collect qualitative data on stakeholder experiences and suggestions for improvement.
- Document and share success stories that illustrate the impact of connection and engagement efforts.

3. Student and Family Engagement

- Ensure availability of opportunities for students and families to voice their perspectives through focus groups, surveys, and advisory committees.
- Assess current and determine the need for any additional opportunities for family-centered events, such as workshops, open houses, and community forums to strengthen school-family connections.

4. Staff Connection and Collaboration

- Support and develop staff engagement initiatives, such as professional learning communities, team-building activities, and recognition programs, to foster a supportive work environment.

5. Community and Business Partnerships

- Support and enhance partnerships with local businesses, nonprofit organizations, and community leaders to support student learning and career readiness.
- Assess and identify opportunities for collaboration and resource sharing with community and business partners.
- Measure the number and scope of new partnerships formed, as well as the tangible benefits provided to students (e.g., internship opportunities, financial support, or program sponsorships).

6. Board Reports and Accountability

- Include stakeholder engagement as a standing agenda item at monthly Board meetings, with updates on progress and challenges.
- Publish an annual report summarizing stakeholder engagement efforts, outcomes, and next steps.

Goal #2_2025: Accomplishments and Growth Opportunities

Culture of Connection & Stakeholder Engagement

Alignment to Goal #2 Components

Superintendent's Leadership Goals

1. Stakeholder Communication & Outreach

Goal Expectation:

- Clear, consistent, multi-modal communication.

Accomplished:

- Quarterly district newsletters to all patrons
- Enhanced website and social media presence highlighting:
 - Academics
 - Fine arts
 - CTE
 - Student recognition
 - Community service
 - Partnerships
- Annual stakeholder surveys (calendar development)
- Board agenda standing item on engagement
- Published annual report

Assessment:

- Strong implementation.
- Communication system established and sustained.

2. Focus Groups & Anecdotal Evidence

Goal Expectation:

- Biannual focus groups + documented stories.

Accomplished:

- Surveys implemented across stakeholder groups
- Parent Advisory groups at all three levels
- Regular anecdotal highlights through communication channels

Remaining Growth Area:

- Formalized biannual focus groups
- Systematic documentation of qualitative feedback

3. Student & Family Engagement

Accomplished:

- Building-level Parent Advisory groups
- PTO K-8 collaboration
- Community engagement events
- Survey input mechanisms

Growth Opportunity:

- Expand structured student advisory input beyond surveys
- Formalize annual engagement metrics

4. Staff Connection & Collaboration

Accomplished:

- Professional Learning Teams
- Vertical alignment work
- UDL implementation
- Common language around literacy & grading
- Staff recognition initiatives
- Monthly staff social/networking events

This area reflects significant school culture work.

5. Community & Business Partnerships

Accomplished:

- Laurel Chamber Community Club collaboration
- Coleridge Community Club collaboration
- PTO partnership
- Community engagement events
- CTE and organizational partnerships

Growth Opportunity:

- Formal partnership tracking system
- Quantify tangible benefits (internships, sponsorships, donations, etc.)

6. Board Reports & Accountability

Accomplished:

- Standing monthly agenda item
- Annual report publication

Carlie Kvols
(402) 518-1578
kvolscarlie@gmail.com

Student Member of School Board Application

I have always had an interest in helping find ways to make the school the best place that it can be for the students. As much as I want school to be fun, I know that there are things that need to get done throughout the school year. I think that there can be a happy medium between having fun and getting everything done with. I will talk about the reasons why I think I would be a good fit for the LCC Board of education as a student member.

First off, I am very involved in the school. I am a part of Skills USA, Science Club, National Honor Society, Student Council, Spirit Club, and ROAR Advisory Board. I also compete in volleyball, basketball, and track and field. Because I am involved in all of these activities, I know what is going on in the school. I interact with all ages of students. Whether it is at a lunch meeting or school activity, I learn the things that the students like or dislike about the school. Again, the first reason that I would be a good fit is because I interact with a lot of students.

The second reason that I think I would be a good fit to the LCC Board of Education is because I have had a lot of leadership experience. Throughout high school, I have been a class officer each year. I am also the Vice President of the Spirit Club this year. In these positions, I speak to many of the students and make sure everything is planned properly. I also have to be a leader in some of the clubs that I am part of. For the Student Council, I have to listen to the students and speak for the students. I have also had leadership roles on the court. During basketball and volleyball, I am a team captain. Having this role has taught me to work well with others and to always be positive.

A final reason that I think I would be a good fit to the LCC Board of Education is because I want LCC to be as successful as it can be. I want the school to be a place where students learn and get a lot done, but also have fun and make memories at the same time. If I was a part of the LCC Board of Education as a student member, I feel that I would get to speak for the students to make school the most enjoyable that it can be.

These are a few reasons why I feel like I would be a good fit for the LCC Board of Education as a student member. My leadership experience and activity involvement would have a big impact on the LCC Board of Education. Overall, I really want to make the school a place that the students enjoy coming to and a positive experience.

Faith Galvin
402-518-1822
27faith.galvin@lccschool.org

Martin Luther King Jr. once said, “Life’s most persistent and urgent question is, ‘What are you doing for others?’” As a student at LCC, I have frequently approached this question. Throughout my day-to-day classes or activities, there has always been a situation or person that could use assistance. The school board, along with other bodies, takes responsibility for addressing these scenarios in the best way possible, and I believe I could contribute to these decisions. I would be a positive contributor to the LCC Board of Education because I participate in a wide variety of activities and strive to display a positive image and reputation.

To start, my experiences in diverse groups within the school allow me to give greater insight into LCC’s programs. I participate in One Act, Speech, Math Club, Science Club, Quiz Bowl, National Honor Society, cross country, track, student council, and band. Thanks to my leadership positions, I would be able to easily encourage student involvement in civic activities, directly or indirectly. Accordingly, I have also interacted with almost all levels of our student body. The week is always full of events for me, and I have the honor of building new relationships during these periods of activity. I am an avid listener and observer; I especially enjoy having others share stories or grievances from their life events. I have been dealt many dicey scenarios and been able to respond to them with relative ease that I would not have if I had not been exposed to diverse relationships. Through my observant and social nature, I can truly provide valuable insight and feedback on issues or implementations the Board of Education faces.

Consequently, my activities also push me to maintain a positive reputation. I am very passionate about my activities and work very hard to do the best I can, not just for myself but for the team or group of people I am usually collaborating with or leading. As a member of the school board, I would shed a positive light on the board and the school as a whole because of my work ethic and dedication. Many members of the community have witnessed my kindness to others and hard-working nature through my community service, work, and hobbies. Most importantly, I have gained knowledge through my interactions in the community, including how meetings are conducted, proper manners, and appropriate behavior for various social events or topics. My work to be an exemplary person and student have prepared me to serve on your board.

To conclude, I would contribute my interaction with a wide variety of our community and my positive character to the Board of Education. I love the people of our community, and I would love to have the opportunity to “do more for others” by representing the younger members of our close-knit community on the Board of Education. Thank you for including us students on your board and taking the time to consider my application!

**Student Member of the School Board
Interview Questions**

Candidate Name: _____

Welcome and Introductions (Jeremy)

(Rich)

1. Why do you want to serve as the student representative on the school board, and what unique perspectives or experiences would you bring to the role?

(Grant)

2. What do you believe are the most important responsibilities of a student school board member, and how will you ensure student voices are heard in board discussions?

(Garry)

3. How would you gather feedback from your peers to accurately represent student concerns and ideas to the board?

(Rich)

4. Can you describe a time when you successfully advocated for a cause or issue that mattered to you? How did you approach it, and what was the outcome?

(Grant)

5. What do you think is one of the biggest challenges facing students in our district, and how would you address it if given the opportunity?

(Garry)

6. Board decisions often require balancing the interests of students, teachers, parents, and the community. How would you handle situations where student interests conflict with other stakeholder concerns?

(Rich)

7. You will be working alongside adults in professional settings. How do you plan to ensure your voice is respected while also demonstrating professionalism in meetings?

(Grant)

8. Being a student board member requires balancing schoolwork, extracurricular activities, and board responsibilities. How will you manage your time effectively to fulfill your duties?

Notes & Comments:

**Student Member of the School Board
Interview Questions**

Candidate Name: _____

Welcome and Introductions (Jeremy)

(Rich)

1. Why do you want to serve as the student representative on the school board, and what unique perspectives or experiences would you bring to the role?

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2. What do you believe are the most important responsibilities of a student school board member, and how will you ensure student voices are heard in board discussions?

(Garry)

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8. Being a student board member requires balancing schoolwork, extracurricular activities, and board responsibilities. How will you manage your time effectively to fulfill your duties?

Notes & Comments:



211 Tenth Street
Wakefield, NE 68784
Phone: (402) 287-2061
Fax: (402) 287-2065
www.esu1.org

TO: ESU1 Area Superintendents
FROM: Stuart Clark
Director of Special Education
DATE: March 9, 2026
RE: 2026-27 Service
Contract

Attached please find the 2026-27 Service Contract. Please note that the dollar amounts are estimates, as approved Special Education rates from NDE will not be available until next fall.

Please return a signed copy of your contract by **February 28, 2026.**

(Please put ATTN: Brittney Hampl on the envelope or email bhampl@esu1.org)

If a change is necessary in your contract that would affect the amount of time ESU1 personnel serves your district, please contact me.

Thank you!



211 Tenth Street
Wakefield, NE 68784
Phone: (402) 287-2061
Fax: (402) 287-2065
www.esu1.org

2026-27
SERVICE CONTRACT

This Agreement is made and entered into by and between District No. 54 aka LAUREL-CONCORD-COLERIDGE SCHOOL ("School District") and Educational Service Unit 1 ("ESU 1").

For good and valuable consideration, School District and ESU 1 agree as follows:

1. Term of Agreement. This Contract shall commence on August 1, 2026, and shall terminate on July 31, 2027. In the event of a material breach of this Contract by either party, the non-breaching party may provide written notice of the breach. If the breach is not cured within twenty (20) days of such notice, the non-breaching party may immediately cancel or rescind this Contract.

2. Services. ESU 1 shall deliver the services described in the attached Exhibit "A" to the School District. The services shall be provided in compliance with applicable legal requirements. ESU 1 reserves the right to assign such personnel to deliver the contracted services as it determines appropriate and reserves the right, in its sole discretion, to make all personnel, administrative, and operational decisions with respect to ESU 1 operations and services which do not directly impair it from providing the contracted services pursuant to this Contract. It is agreed that in the event ESU 1 determines, in its discretion, that it is not able to reasonably provide a particular service(s) set forth in Exhibit "A," ESU 1 may give notice of such to the School District and cease providing such service(s), in which event School District shall not be required to pay for such service(s) to the extent such are not delivered. Such event shall not affect the responsibilities of ESU 1 or School District related to providing and paying for the other services set forth in Exhibit "A."

3. Payment for Services. ESU 1 shall, in good faith, determine its costs incurred or to be incurred in connection with the contracted services in accordance with internal cost accounting systems, methods and techniques deemed appropriate by ESU 1. The estimated costs set forth in the attached Exhibit "A" are estimates only and shall not serve as a limit to the amount due to ESU 1. Upon determination of such costs, ESU 1 shall submit to School District a quarterly statement setting forth the amount due to ESU 1 from the School District in accordance with this Contract. Such amount shall be due and payable upon receipt by the School District. Additional statements for supplemental services may be incurred.

4. Indemnification. School District hereby agrees to indemnify, defend, and hold ESU 1 harmless from any and all costs and liabilities arising from performance under this Contract, including but not limited to damages and other monetary remedies, and attorney fees and costs incurred, except for intentional wrongdoing or negligence by ESU 1 or its employees or agents. The foregoing indemnification obligation shall continue notwithstanding the expiration or termination of this Contract.

5. E-Verify. ESU 1 shall use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska.

6. Relationship. It is agreed that the parties are independent contractors and that neither party or their employees or agents shall be deemed by virtue of this Contract to be employees of the other party.

7. Authority. The terms of this Contract set forth the entire agreement of the parties with respect to the subject matter of this Contract; there are no other agreements, written or oral, except those which are set forth or specifically referenced in this Contract. This Contract may be amended only by a duly approved written amendment or addendum. This Contract shall be governed by and construed in accordance with the laws of the State of Nebraska and be binding upon the parties hereto and their successors. Each party acknowledges and represents that the persons executing this Contract have full, unconditional authority to execute the Contract on the behalf of the entity for which they are signing.

Educational Service Unit 1

LAUREL-CONCORD-COLERIDGE SCHOOL

By: Bill Hamann
Administrator

Signature / Date: _____

Title: _____

TEACHER'S CONTRACT

For Class II, III, & VI Schools

THIS CONTRACT made by and between the School District of LAUREL-CONCORD-COLERIDGE No. 54 in the county of CEDAR in the State of Nebraska, hereinafter referred to as "District" and Hallie Noecker, a legally qualified teacher, hereinafter referred to as "Teacher".
WITNESSETH: That the Board of Education of the District hereby agrees to employ the Teacher above named in the schools of the district for a school year, which shall begin on or about 8/10/2026, and end on or about 5/19/2027, and shall consist of 186 days of service and that the Teacher hereby agrees to accept such employment at the salary specified in the negotiated agreement between the board of education and the LAUREL-CONCORD-COLERIDGE Education Association for the 2026-2027 school year and under the following conditions.

Experience allowed: 1 (0 Outside + 1 Inside)

FTE: 1.0

Position: Duties Assigned by Supt.

Education Step: BA + 0

Factor: 1.00

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

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

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

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

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

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

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

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

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

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

ELEVENTH: The failure to return a signed copy of the contract or renewal agreement to the Superintendent of Schools or Secretary of the Board of Education of the District on or before 3/16/2026 shall constitute a rejection by the Teacher of the offer of employment.

TWELFTH: Other Contract Terms:

Executed: _____
Date

Hallie Noecker
Teacher

Executed: 4/13/2026
Date

School District of LAUREL-CONCORD-COLERIDGE

Attest: _____
Secretary

No. 54

County of CEDAR

By: _____
President

Resignation - High School Special Education Teacher

Inbox x



Kati Hahne

to me ▾

2:26 PM (2 hours ago)



Dear Jeremy,

I am writing to formally resign from my position as the High School Special Education Teacher, concluding the 2025-2026 school year.

This decision was not an easy one, as I have truly valued the opportunity to work with the students, staff, and families in this district. Supporting students and helping them grow has been a meaningful part of my career, and I appreciate the experiences I have gained during my time here.

Thank you for the support and collaboration throughout my employment. I am committed to helping make this transition as smooth as possible.

Sincerely,

Kati Hahne

--

Kati Hahne

High School Special Education Instructor

Laurel Concord Coleridge School

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

Current Policy (Section 4, “Academic Standards”, pgs. 75-76)

2. To be eligible to participate in extracurricular activities, after the second week of each semester, a student’s semester grade must be passing in all but one (1) subject area. Any student failing more than one (1) course will be placed on academic probation for one (1) week (Tuesday-Monday). Students will have a one (1) week period to bring their grades to a passing level. If, after the end of that time, the student is failing two (2) or more classes (does not have to be the same classes), the student will be ineligible for the following week. Raising grades during that time will have no effect on the eligibility for that week. If, at the end of the week in which the student was ineligible, the student is still failing more than one (1) class, the ineligibility continues for the next week. Students do not get another week of probation until they have worked themselves off of the ineligibility list by having one (1) or fewer failing grade averages. During a period of ineligibility, students are expected to attend practice sessions for the activities in which they are involved. The eligibility list will be generated at 8:00 a.m. on Tuesdays.
3. Academic requirements do not apply to:
 - a. Instructional field trips which are a part of the scheduled course learning experience; and
 - b. Activities or events which are a part of the student’s grade requirements.

Proposed Policy

2. To be eligible to participate in extracurricular activities (**athletics, clubs, and activities**), after the **third week** of each semester, a student’s semester grade must be passing in **all subject areas**. Any student failing **one (1) or more** courses will be placed on academic probation for one (1) week (Tuesday-Monday). Students will have a one (1) week period to bring their grades to a passing level. If, after the end of that time, the student is failing **one (1) or more classes** (does not have to be the same class), the student will be ineligible for the following week (**Tuesday-Monday**). Raising grades during that time will have no effect on the eligibility for that week. If, at the end of the week in which the student was ineligible, the student is still failing **one (1) or more** classes, the ineligibility continues for the next week. **During a period of ineligibility, students may not participate in ala carte or open campus lunch privileges**. Students are still expected to attend and participate during practice sessions for the activities in which they are involved while ineligible, **unless informed otherwise by the principal, teacher, or coach**. The eligibility list will be generated at 8:00 a.m. on Tuesdays.
3. Academic requirements do not apply to:
 - a. Instructional field trips which are a part of the scheduled course learning experience; and
 - b. Activities or events which are a part of the student’s grade requirements.

2026 CARNIVAL LX
 MODEL/PLATE CODE: MACQ225 / 10
 EXTERIOR COLOR: SNOW WHITE PEARL
 INTERIOR COLOR: TAUPE / OFF-BLACK
 VEHICLE ID NUMBER: KND0B5K3276926400
 PORT OF ENTRY: PUGET SOUND

STANDARD FEATURES

MECHANICAL
 3.5L Gas Direct Injection V6 Engine
 8-Speed Automatic Transmission
 Drive Mode Select
 Electronic Parking Brake w/ Auto Hold

ADVANCED DRIVER-ASSISTANCE SYSTEMS
 Forward Collision-Avoidance Assist - Cyclist/Obj. Turning
 Blind-Spot Collision-Avoidance Assist
 Rear Cross-Traffic Collision-Avoidance Assist
 Driver Attention Warning & High Beam Assist
 Lane Keeping Assist & Lane Following Assist
 Safe Exit Assist & Highway Driving Assist
 Parking Distance Warning - Forward / Reverse
 Smart Cruise Control w/ Stop & Go

SAFETY
 Dual Front Advanced Airbags & Driver's Knee Airbag
 Dual Front Seat-Mounted Side & Full-Length Curtain Airbags
 Electronic Stability Control & Hill-Start Assist Control

INTERIOR, COMFORT & CONVENIENCE
 12.3" Touchscreen Display w/ Navigation
 Wireless Android Auto & Apple CarPlay
 Kia Connect w/ Comp 3-Yr Ultimate. * Where Available **
 SIRIUSXM™ w/ Free 3-Mo. Subscription*
 Dual Smart Power Sliding Doors
 Tri-Zone Automatic Climate Control
 Smart Key w/ Push Button & Remote Start
 USB Multimedia Port, Front & Rear USB Charge Ports
 7-Passenger Seating
 Sliding & Removable 2nd Row Seats
 3rd Row Sinking Seat w/ 60/40 Split
 4.2" Instrument Display
 Rear Occupant Alert w/ Sensors

EXTERIOR
 17" Alloy Wheels
 Multi-WFR LED Headlights & LED Daytime Running Lights
 Heated Outside Mirrors w/ Turn Signal Indicators
 Rear Privacy Glass and Rear Spoiler
 Compact Spare Tire

WARRANTY
 10 Year/100,000 Mile Limited Powertrain Warranty
 5 Year/60,000 Mile Limited Basic Warranty
 5 Year/60,000 Mile Roadside Assistance

Sold To: J4011
 Billion Kia of Sioux City
 3701 SINGING HILLS BLVD.
 SIOUX CITY IA 51106

Ship To: J4011

MANUFACTURER'S SUGGESTED RETAIL PRICE
 ADDITIONAL INSTALLED EQUIPMENT:
 (In addition to or in place of standard features)
 Snow White Pearl Paint
 All Weather Floor Mats, 7-Passenger
 Auto-Dimming Mirror w/ HomeLink™

\$ 37,390.00

\$495.00
 \$315.00
 \$400.00

MSRP INCLUDING OPTIONS

INLAND FREIGHT AND HANDLING

\$ 1,545.00

\$ 38,600.00

TOTAL ADDITIONAL WEIGHT: 115



*Kia Connect may be available for some model years. 2022 and newer vehicles sold or purchased in Massachusetts please see dealer location for more information.
 **NOTE: Third party providers for vehicle, Kia America, Inc. collects personal information, you provide to the dealership, for collection and use of personal information and your rights, please see our Privacy Policy on www.kia.com

CR Consumer Reports
 RECOMMENDED



EPA Fuel Economy and Environment DOT

Fuel Economy
21 MPG
 combined city/hwy
 4.8 gallons per 100 miles

18 MPG city
25 MPG highway

MINIVANS range from 20 to 83 MPG. The best vehicle rates 146 MPGe.

Gasoline Vehicle

You spend \$3,250 more in fuel costs over 5 years compared to the average new vehicle.

Annual fuel cost \$2,350



Smog Rating (tailpipe only)
 4 (Best) 10 (Worst)

Actual results will vary for many reasons, including driving conditions and how you drive and maintain your vehicle. The average new vehicle gets 29 MPG and costs \$5,200 to fuel over 5 years. Cost estimates are based on 15,000 miles per year at \$3.30 per gallon. MPGe is miles per gasoline gallon equivalent. Vehicle emissions are a significant cause of climate change and smog.

fuel economy.gov
 Calculate personalized estimates and compare vehicles.

GOVERNMENT 5-STAR SAFETY RATINGS

Overall Vehicle Score Not Rated
 Based on the combined rating of frontal, side and rollover. Should ONLY be compared to other vehicles of similar size and weight.

Frontal	Driver	Passenger	★	★	★	★	★	★
Crash	Front seat	Rear seat	★	★	★	★	★	★
Side	Front seat	Rear seat	Not Rated					
Crash	Front seat	Rear seat	★	★	★	★	★	★
Rollover	Front seat	Rear seat	★	★	★	★	★	★

Star ratings based on the risk of rollover in a single-vehicle crash.
 Star ratings range from 1 to 5 stars (★★★★★) with 5 being the highest.

PARTS CONTENT INFORMATION

FOR VEHICLES IN THIS CAR LINE U.S./CANADIAN PARTS CONTENT: 2 %

MAJOR SOURCES OF FOREIGN PARTS: KOREA: 95%

FOR THIS VEHICLE FINAL ASSEMBLY POINT: GWANGMYEONG, KOREA

COUNTRY OF ORIGIN ENGINE (MOTOR): KOREA

TRANSMISSION: KOREA

NOTE: PARTS CONTENT DOES NOT INCLUDE FINAL ASSEMBLY, NON-PARTS COSTS.

Manufacturer's suggested retail price includes Manufacturer's recommended pre-delivery service. License and title fees, state and local taxes and other dealer-installed options and accessories are not included in the manufacturer's suggested retail price.

Source: National Highway Traffic Safety Administration (NHTSA).
 www.safercar.gov or 1-888-327-4236

Billion Automotive

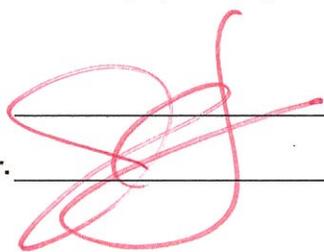
Approx. due in 3/28/26

Vehicle:		Date: 2/24/2026
Stock #:		VIN:
Buyer(s):	Jeremy Christiansen	
Salesperson(s):	DAVE BRACHT	
Manager:	Jordan Jones	
	MSRP-List Price	
	40,145.00	
Vehicle Price	40,145.00	
Manufacturers Rebate	0.00	
Offer Price	40,145.00	
Limited Warranty (New Only)	1,688.00	
FINAL Offer Price	41,833.00	
Trade In Amount	0.00	
VALPRO Trade Credit	0.00	
Total Trade In Amount	0.00	
Est. Payoff	0.00	
Cash Down Payment	0.00	
REVA/Accessories	399.00	
KARR Security Activation	0.00	
Est. Taxes/Fees	0.00	
DOC FEE	180.00	
	Balance Due - Non Protected	
Balance Due	42,412.00	
	Protected (Optional)	Est. Monthly**
VALPRO Sealants	2,396.00	0.00
FILMPRO ClearFilm	0.00	0.00
SmartGAP	0.00	0.00
Vehicle Service Agreement	0.00	0.00
Adv. Technology Agreement	0.00	0.00
	Non-Protected (Base)	Protected (Optional)
Final Balance Due	42,412.00	44,808.00
Term	0	0
APR (W.A.C.)*	0.00 %	0.00 %
Est. Payment	0.00	0.00
	Protected (Optional)	Protected (Optional)
Final Balance Due	44,808.00	44,808.00
Term	0	0
APR (W.A.C.)*	0.00 %	0.00 %
Est. Payment	0.00	0.00

*OPTIONAL
Takes 3yr
36k electronics
warranty & goes to
6yr 72k &
adds 1yr \$12k
to the 5yr 60k
limited bumper
to bumper*

*Optional
warranty for
- 4" or less dents
that can be removed
by paintless dent
tools
- rips, tears, burns
interior
- curb rash on
wheels*

Buyer/Co-Buyer acknowledge that Billion Automotive proposed the optional service agreement(s) and optional additional product(s) listed above and Buyer/Co-Buyer hereby accepts or declines the optional service agreement(s) and optional additional product(s) as identified above in the Protected (Optional) and Non-Protected (Base) sections. (W.A.C.) *= With Approved Credit. Est. Monthly **Based on the longest term detailed above. This is not a contract. This form is for disclosure purposes only. Revised - 01/10/2024

Buyer:  _____ Co-Buyer: _____
 Manager: _____

Laurel-Concord-Coleridge School

School District Goals Revised March 2026

Goal #1: Systematic Analysis and Evaluation of Programs and Facilities

The Board of Education will support and monitor the development and implementation of a systematic process to analyze and evaluate the school district's programs and facilities. This process will assess their effectiveness, efficiency, and alignment with the district's mission, while prioritizing their value and impact on student learning and well-being.

This goal and its associated benchmarks aim to foster transparency, accountability, and a commitment to continuous improvement, ensuring that district resources are optimized to maximize student success.

Goal #2: Sustaining, Measuring, and Deepening Stakeholder Engagement

The Board of Education will prioritize and support the refinement, measurement, and sustainability of stakeholder engagement systems to ensure meaningful connections and active participation among all stakeholders, including students, families, staff members, business partners, and community members. This goal will strengthen accountability, deepen trust, and promote shared responsibility for student success through clearly defined indicators of impact and continuous improvement practices.

This goal emphasizes the formalization of engagement structures, the use of measurable outcomes to evaluate effectiveness, and the intentional alignment of partnerships and communication efforts to support student learning, well-being, and long-term district sustainability.



Superintendent's Leadership Goals

Revised March 2026

Jeremy Christiansen, Superintendent

The Laurel-Concord-Coleridge Board of Education and Superintendent, Jeremy Christiansen, met on March 9, 2026 as part of a regularly scheduled Board of Education meeting. Discussion was held regarding priorities identified through review of the Superintendent's 2025 Leadership Goals and annual performance evaluation. The following represent the revised Leadership Goals through December 2026.

Goal #1: Systematic Analysis and Evaluation of Facilities and Programs

The Superintendent will be responsible for development and implementation of a systematic process to analyze and evaluate the school district's facilities and programs. This process will assess their effectiveness, efficiency, and alignment with the district's mission, while prioritizing their value and impact on student learning and well-being.

Implementation Targets and Timeline: March 2026 - December 2026

March/April 2026 – Framework Design & Board Alignment

- **Development of an Evaluation Framework**
 - Design a comprehensive evaluation framework that outlines criteria for assessing the effectiveness, efficiency, and alignment of facilities and programs including consideration of value and impact on student learning.
- **Present draft Evaluation Framework:**
 - Criteria categories:
 - Student Impact
 - Enrollment & Participation Trends
 - Financial Efficiency
 - Staffing Allocation
 - Facility Utilization
 - Alignment to Mission & Priorities
 - Confirm evaluation cycle structure (3-year rolling review)
- **Deliverable - April Board Meeting:**
 - Board review and approval of evaluation framework template and review cycle design.

May 2026 – District Inventory & Baseline Data Collection

- Complete comprehensive inventory of:
 - All instructional programs
 - Intervention programs
 - CTE & extracurricular programs
 - Student support services
 - Facilities and major spaces
- Identify available data:
 - Enrollment trends
 - Program participation
 - Budget allocations
 - Staffing ratios
 - Facility square footage usage
- Deliverable - May Board Meeting:
 - Present completed district inventory document
 - Identify data gaps
 - Confirm first programs/facilities selected for pilot review (August/September)

June 2026 – Data Dashboard Development

- Design visual dashboard template
 - Compile baseline data into dashboard format
- Begin facilities utilization analysis
 - Review maintenance logs & capital needs summary
- Deliverable - June Board Meeting:
 - Share dashboard template
 - Share initial utilization findings
 - Confirm 2–3 initial review areas

July 2026 – Stakeholder Input Phase

- Targeted surveys specific to:
 - Program effectiveness
 - Facility usage
 - Future needs
- Consideration of:
 - Small focus groups (staff, students)
- Deliverable - July Board Meeting:
 - Share stakeholder summary themes
 - Refine evaluation rubric based on feedback

August 2026 – Initial Program Review

- Conduct full evaluation of:
 - One academic program (example: literacy/intervention)
 - One non-academic program (example: activity or CTE strand)
 - One facility area (example: underutilized space or high-cost area)
- Deliverable - August Board Meeting:
 - Present initial evaluation findings:
 - Strengths
 - Cost/value analysis
 - Participation trends
 - Recommendations (sustain, refine, reduce, expand)

September 2026 – Refinement & Expansion

- Adjust framework based on initial evaluation findings
- Continue with expanded program and facility evaluation:
 - Academic Programs
 - Non-academic Programs
 - Facilities
- Deliverable - September Board Meeting:
 - Present refined evaluation model
 - Share preliminary trends across program categories

October 2026 – Facilities & Capital Alignment

Focus for the Month: Long-Range Facilities Planning

- Present and Discuss:
 - Space utilization report
 - Deferred maintenance priorities
 - Projected enrollment impacts
- Align evaluation findings with capital planning
- Deliverable - October Board Meeting:
 - Discussion: 3–5 year facilities outlook
 - Identify potential areas for efficiency or reallocation

November 2026 – Recommendations & Implementation Roadmap

Focus for the Month: Program Planning

- Synthesize program review findings
 - Identify:
 - Programs to sustain

- Programs to refine
- Potential consolidations or expansions
- Discuss initial draft of phased implementation plan
- Deliverable - November Board Meeting:
 - Present:
 - Summary report
 - Budget alignment implications
 - 3-year evaluation cycle calendar

December 2026 – Formalization & Monitoring Structure

- Finalize:
 - Evaluation cycle calendar
 - Annual monitoring dashboard
 - Reporting structure
- Establish:
 - Outline for Annual “Program & Facilities Review” for January Board Workshop
- Deliverable - December/January Board Meeting:
 - Adopt systematic evaluation model
 - Set 2027 monitoring checkpoints

Goal #2: Sustaining, Measuring, and Deepening Stakeholder Engagement

The Superintendent will refine and formalize stakeholder engagement systems by establishing measurable indicators of engagement impact, strengthening structured feedback mechanisms, and quantifying community partnership outcomes to ensure long-term sustainability and accountability.

Key Focus Areas and Action Steps (March - December 2026)

1. Develop Stakeholder Engagement Dashboard
 - Survey response rates
 - Event participation rates
 - Advisory group participation
 - Communication reach metrics

2. Implement Biannual Structured Focus Groups
 - Students
 - Staff
 - Parents
 - Community partners

3. Design a Formal Partnership Tracking System
 - Number of partnerships
 - Internship/Job Shadow hours
 - Financial contributions
 - In-kind support
 - Student participation

4. Consider Student Voice Expansion
 - Superintendent intentional interaction with student advisory groups (e.g., student councils, program/activity leadership teams)

5. Develop and Present Annual Engagement Impact Report
 - Move beyond narrative to include metrics and growth indicators

Goal #2 moves from development to implementation this year. For the remainder of 2026, I recommend we shift from building engagement systems to measuring and refining them so that we can sustain and quantify the impact.

LCC School Calendar Survey

Staff vs. Parent vs. Student Comparative Analysis

1. Overall Satisfaction

Group	Overall Sentiment
Staff	Strongly positive (mostly 4s and 5s)
Parents	Generally positive, some variation
Students	Mixed but constructive; specific improvement requests

Summary:

All three groups view the calendar as functional and workable. Feedback focuses on refinement, not replacement.

2. Early Dismissal Days (Biggest Cross-Group Theme)

● Staff

- Prefer consistent weekly early outs over alternating schedule.
- Want more **teacher work time** during early outs.
- Mixed opinions on Wednesday vs Friday.
- Concern about PD relevance and structure.

● Parents

- Divided.
- Many appreciate consistency.
- Working parents report childcare challenges.
- Significant number prefer:
 - Friday early outs
 - Monthly full-day PD instead of weekly early outs

● Students (Strongest Position)

- Clear majority want:
 - ☑ **Early outs moved to Friday**
- Reasons:
 - Improves morale
 - Helps sports schedules
 - Makes week feel shorter

- Wednesday delays practice
-

Cross-Group Insight:

- No group opposes professional learning time.
 - The *placement* of early outs (Wednesday) is the primary issue.
 - Students most unified on Friday preference.
 - Staff concerns focus more on quality of time use than day.
-

3. Thanksgiving Break

Clear Consensus Across All Groups:

- ✓ Add Wednesday before Thanksgiving as a day off.

Reasons Across Groups:

- Travel logistics
- Low attendance/productivity
- Family time
- Student focus issues that day

This is the strongest shared agreement across stakeholders.

4. Winter Break (Christmas)

Strong Consensus Across All Groups:

- ✓ Keep the two-week winter break.

Staff: Needed mental reset

Parents: Works well

Students: Very valued; helps with stress

Only minor suggestions for adjustment. Overall support is high.

5. January–March Stress Window

Students:

- Overwhelmingly identify January–February as most stressful.
- Request more breaks in winter.
- Cite burnout, activities overlap, seasonal depression.

Staff:

- Acknowledge long winter stretch.
- Some support spacing breaks more evenly.

Parents:

- Mixed but many agree winter stretch is long.
 - Some recommend longer spring break.
-

Cross-Group Insight:

There is emerging alignment that:

- The winter-to-spring stretch may need adjustment.
 - Even 1 additional day in January or February could have impact.
-

6. Start & End Dates

Staff

- Mostly satisfied.
- Some prefer ending on Friday.
- Some interest in slight shift earlier end if hours allow.

Parents

- Divided:
 - Many prefer starting later in August.
 - Some want ending later to match later start.
 - Some want earlier dismissal for travel.

Students

- Lean toward:
 - Ending earlier in May.
 - Starting mid-August.
 - Removing “pointless last week.”
-

Cross-Group Insight:

- No dominant consensus.
 - Parents slightly favor later August start.
 - Students favor earlier May end.
 - Staff generally comfortable with current structure.
-

7. Spring Break

Staff

- Some support a more defined spring break.
- Many support keeping structure as-is.

Parents

- Some request longer spring break.
- Some want spring break separate from Easter.
- Mixed overall.

Students

- Stronger support for:
 - Real spring break
 - More break days January–March
 - Friday + Monday long weekend model
-

Cross-Group Insight:

Spring break is not urgent for staff.
More important to students.
Moderately important to some parents.

8. Parent-Teacher Conferences

Staff

- Fall conferences valued.
- Spring conferences (especially HS) questioned.
- Suggest optional/virtual model for HS.

Parents

- Elementary parents want:
 - Longer time slots
 - Better scheduling system
- High school parents:
 - Prefer email/online communication
 - Question necessity of spring conferences

Students

- Not a dominant theme.
- Some referenced stress around conference timing.

Cross-Group Insight:

There is alignment that:

- Fall conferences matter.
- Spring conferences may need redesign at HS level.

9. Four-Day Week Discussion

Students

- Mentioned frequently.
- Curious and somewhat supportive.
- See mental health/work-life benefits.

Parents

- Mentioned by several.

- Curious, not demanding.

Staff

- Mentioned by a few.
 - Exploratory interest.
-

Cross-Group Insight:

This is not a mandate — but it is a recurring curiosity across all groups. If explored, it should be data-driven and community-wide.

10. Activities & Work Balance

Students

- Biggest concern.
- Wednesday early outs delay practice.
- Late dismissal (3:40) limits work time.
- Feel school consumes entire day.

Parents

- Generally satisfied.
- Some want clearer activity scheduling.

Staff

- Concerned about coaches missing PD.
 - Want clarity on expectations.
-

Cross-Group Insight:

Students feel the tension most. Friday early outs would likely improve morale in this area.

Areas of Strongest Agreement Across All Groups

1. ✓ Keep 2-week Christmas break
 2. ✓ Add Wednesday before Thanksgiving
 3. ✓ Consistency in early dismissal schedule
 4. ✓ Winter stretch is long
 5. ✓ Professional learning time is important
-

Areas of Most Division

1. Wednesday vs Friday early outs
 2. Start/end dates
 3. Spring conference necessity (HS)
 4. Length/timing of spring break
-

Strategic Alignment Opportunities

High-Consensus, Low-Resistance Changes

- Add Wednesday before Thanksgiving
- Maintain 2-week winter break
- Keep consistent early dismissal schedule (if maintained)
- Improve use of early dismissal time for staff

High-Impact, More Complex Decisions

- Move early dismissal to Friday
- Add January/February break day
- Adjust spring conference structure (HS)
- Explore earlier May dismissal (if hours allow)

Longer-Term Exploration

- 4-day week feasibility study
 - Comparative instructional hour analysis with neighboring districts
-

Overall Conclusion

All three stakeholder groups:

- Appreciate being asked
- Value balance
- Support teacher planning time
- Want better pacing of stress periods

Students are the most unified on early-out Fridays.

Staff are most focused on meaningful use of time.

Parents are most focused on predictability and childcare impact.

The calendar is stable.

Adjustments should focus on:

- Winter pacing
- Early dismissal placement
- Thanksgiving break alignment

LCC High School Student Calendar Survey
Analysis & Summary of Student Feedback

47 responses
40% 9-12
57% 9-11

1. Overall Student Sentiment

Student responses were:

- Candid
- Repetitive in key themes (clear patterns)
- Focused heavily on stress, breaks, and early dismissal timing

There is **no broad dissatisfaction with the calendar overall**, but students consistently identified:

- Mid-week early dismissals
- Long winter-to-spring stretch
- Desire for more balanced breaks
- Stress management concerns

Students are not asking for radical overhaul — they are asking for better pacing.

2. Early Dismissal Days (Strongest Theme)

Overwhelming Pattern:

A large number of students want:

Early out Fridays instead of Wednesdays

This was the most repeated suggestion across grade levels (9–12).

Reasons Students Gave:

Athletics & Activities

- Wednesday early outs delay practice (teachers in meetings until 4:00)
- Practice often starts at 4:00 instead of immediately after school
- Wednesday church conflicts
- Early out feels “lost” due to practice timing

Mental Flow

- Wednesday short day makes Thursday feel long
- Friday early outs “start the weekend better”
- Makes the week feel faster
- Improves morale

Student Experience Insight:

Students don't dislike early outs.
They dislike the **day placement**.

A smaller group prefers:

- Keeping Wednesday early outs
 - Late start instead of early out
 - Full day Wednesday + early out Friday
-

3. Breaks & Stress Patterns

Most Stressful Months Identified:

Very consistent responses:

- January
- February
- Early March
- Late April (testing, activities, graduation pressure)

Students frequently described:

- “Long stretch after Christmas”
- “No breaks until February”
- “Basketball, wrestling, speech season overlap”
- “Second semester burnout”

Students' Break Preferences:

Most common themes:

- Keep long Christmas break (very popular)
- Add a real spring break (separate from Easter)
- Add a break in January
- Space days off more evenly
- One day off per month

- Use unused snow days for time off
 - End school earlier in May
-

4. Longer Breaks vs Shorter School Year

Students were divided but leaned toward:

✓ Either:

- Shorter overall school year
OR
- More evenly spaced breaks

Some preferred:

- Start later, end earlier
- Get out first week of May
- Preserve long Christmas break

Several referenced:

- “We are over hours compared to other schools”
- Comparison to neighboring districts (Wynot mentioned multiple times)
- 4-day week curiosity

Important: Students consistently tied break length to mental health and stress.

5. Four-Day Week Interest

A noticeable number of students independently mentioned:

- 4-day school week
- No school Mondays
- Longer days but 3-day weekends
- Neighboring districts doing this

Reasons given:

- More family time
- More work time
- Mental reset
- Reduced burnout

- Better sports balance

This was not universal, but it appeared frequently enough to be notable.

6. Impact on Activities, Sports, & Jobs

Key themes:

Sports

- Wednesday meetings delay practice
- Late practice → late evenings → homework → sleep loss
- Heavy activity load during winter

Jobs

- 3:40 dismissal limits work opportunities
- Desire to get out earlier (3:00–3:20 mentioned)
- Some asked for expanded work release (juniors mentioned)

Overall Student Feeling:

School day + activities + homework = full day consumed.
Many described lack of “personal life time.”

7. Mental Health & Burnout

Students repeatedly referenced:

- Burnout
- Winter depression
- Mental stress
- “Brain reset”
- Needing “time to breathe”

January–March was consistently cited as hardest.

Students believe:

- More evenly spaced breaks would help.
- Small, strategic days off would reduce burnout more than one long break.

8. Start & End Dates

Mixed feedback:

Common suggestions:

- Start mid-August
- Start later in August
- End first week of May
- Remove “pointless last week” of school

Some seniors specifically mentioned:

- Last week of school feels unnecessary
- Minimal productivity in final days

9. Holidays

A few students mentioned:

- MLK Day off
- Keep Presidents Day
- Use snow days if unused

Not dominant, but recurring.

10. Calendar Presentation

Some minor comments:

- Like color coding
 - Like digital clarity
 - Want activity times included
 - Want prom/homecoming dates clearly marked
-

Major Student Themes

Strongest Consensus

- ✓ Move early outs to Friday
 - ✓ Keep long Christmas break
 - ✓ Add more breaks January–March
 - ✓ Reduce long winter stretch
 - ✓ Spread breaks more evenly
-

Notable Emerging Themes

- ◆ Interest in 4-day week
 - ◆ Desire to end school earlier in May
 - ◆ Frustration with Wednesday practice delays
 - ◆ Mental health concerns during winter
-

Student Stress Timeline (Based on Responses)

Most Stressful Periods Identified:

1. January–February (overwhelming consensus)
2. Pre-Christmas (semester finals)
3. Late April (testing + graduation)

Students clearly see winter as the burnout zone.

Overall Student Sentiment

Students do not reject the calendar.

They are asking for:

- Better pacing
- Strategic winter relief
- Friday early outs instead of Wednesday
- Slightly shorter year or earlier end
- More balance between school and life

Tone was honest but not hostile.
Students feel heard when asked.
Many comments were thoughtful and solution-oriented.

Strategic Considerations for 2026–2027

If prioritizing based on student voice:

High-Impact Adjustments:

1. Consider moving early dismissal to Friday
2. Add one additional break January–February
3. Add Wednesday before Thanksgiving
4. Evaluate earlier May dismissal if hours allow

Longer-Term Study:

- Feasibility of 4-day week
- Analyze total instructional hours vs neighboring districts
- Examine winter stress pacing

LCC Staff Calendar Survey

2025–2026 Calendar Feedback Summary & Analysis

34 responses
27 certified
7 classified

1. Overall Rating of the Current Calendar

- Ratings were overwhelmingly positive.
- Most responses rated the calendar a **4 (Very Good)**.
- Several rated it a **5 (Excellent)**.
- A small number rated it a **3**, typically tied to concerns about:
 - Wednesday early dismissals
 - Professional development structure
 - Length of long instructional stretches

Conclusion:

The overall calendar structure is viewed favorably. Feedback suggests refinement rather than overhaul.

2. Start & End Dates

August Start

- Majority: **No change**
- Some interest in:
 - Starting slightly later in August
 - Aligning closer to Labor Day (minority)
 - Starting midweek for a “soft launch” (Thursday start received positive feedback)

End of Year

- Repeated comment: **End on a Friday**
- Several preferred ending slightly earlier if possible
- Some questioned whether total required hours allow flexibility

Themes:

- Midweek student start was appreciated.
 - Ending on a Friday feels cleaner and more natural.
 - Some staff perceive the year as long and possibly over required hours.
-

3. Thanksgiving Break

This was one of the clearest themes in the survey.

Strong Pattern:

Many staff recommended:

- **No school on Wednesday before Thanksgiving**
- Or at least a half day

Reasons cited:

- Travel logistics
- Low student attendance
- Reduced instructional productivity
- Family time considerations

Conclusion:

There is significant momentum toward adding Wednesday before Thanksgiving as part of the break.

4. Christmas/Winter Break

Overwhelmingly Positive

The two-week winter break received near-universal support.

Staff specifically appreciated:

- Full two-week break
- Inservice after the break (not before students return)
- Early dismissal before break
- Mental reset for students and staff

Conclusion:

Strong consensus: **Keep the two-week winter break structure.**

5. Additional Breaks & Calendar Flow

Common suggestions:

- Continue Presidents Day (well received)
- Add or maintain a February break (January–March stretch described as “brutal”)
- Consider a true spring break (not just Easter-based)
- Ensure at least one day off per month for morale
- Some interest in a longer spring break (Friday + Monday model)

Calendar Flow Insight:

Staff value strategically spaced breaks to break up long instructional stretches.

6. Wednesday Early Dismissals (2:00 PM)

This was the most nuanced topic.

Positives:

- Consistency (every Wednesday) preferred over alternating weeks
- Predictable for athletics and families
- Students appreciate earlier finish
- Easier scheduling compared to prior year

Concerns:

1. Planning Time

- Many feel insufficient classroom work time
- Desire for:
 - 50/50 split (PD + work time)
 - More teacher-directed work time
 - Fewer “one-size-fits-all” sessions

2. Day of Week

- Some prefer moving early dismissal to Friday
- Others suggest one full day per month instead of weekly early outs
- A few would prefer full Wednesday off for travel

3. Relevance of PD

- Concerns about:
 - Meetings without clear outcomes
 - Content not relevant to all staff
 - Coaches missing PD for practice (raises question of priority)

Conclusion:

Staff value the consistent early dismissal structure but want:

- More meaningful use of time
 - More teacher-controlled planning
 - Possible rethinking of delivery model
-

7. Full Professional Development Days

Generally positive but with caveats:

- Appreciation for full days before school
- Desire for:
 - Fewer meetings during pre-service
 - More classroom setup time
 - More strategic focus (depth over breadth)
 - Clearer differentiation by grade level/content area

Emerging Theme:

Staff do not oppose PD — they want it more intentional, targeted, and balanced with work time.

8. Parent-Teacher Conferences

Clear division by level:

Elementary & Some MS:

- Generally supportive of current format
- Fall conferences valuable
- Friday off after conferences appreciated
- Some want:
 - More evening availability
 - Better scheduling systems
 - Slightly earlier spring timing

High School:

- Strong sentiment that:
 - Spring conferences may be unnecessary
 - PowerSchool and email reduce need
 - Conferences should be optional or by request

- Student-led fall conferences worked well

Conclusion:

Fall conferences are valued.

Spring conferences (especially HS) are viewed as needing redesign.

9. Four-Day Week Discussion

While not a majority position, multiple staff independently mentioned:

- Interest in exploring a 4-day school week
- Potential benefits:
 - Built-in PD day
 - Less disruption to activities
 - Longer recovery time for students/staff
 - Improved morale

This was exploratory interest, not a formal request — but notable that it emerged multiple times without prompting.

Major Patterns & Themes**Strong Consensus Areas**

- ✓ Keep 2-week Christmas break
 - ✓ Consistent early-out schedule better than alternating
 - ✓ Friday off after conferences appreciated
 - ✓ Presidents Day appreciated
 - ✓ Add Wednesday before Thanksgiving (strong support)
-

Areas for Refinement

- ◆ Increase teacher planning time during early outs
 - ◆ Reevaluate structure and purpose of spring conferences (especially HS)
 - ◆ Break up January–March stretch
 - ◆ Consider ending year on Friday
 - ◆ Examine total instructional hours for possible flexibility
-

Strategic Considerations for 2026–2027

If adjustments were prioritized based on staff momentum:

High-Impact, Low-Disruption Adjustments:

1. Add Wednesday before Thanksgiving
2. Maintain 2-week winter break
3. Protect/expand teacher work time during early dismissals
4. Redesign spring conferences at HS level

Longer-Term Study Considerations:

- Reexamine early dismissal day (Wednesday vs Friday vs monthly full day)
 - Analyze total required instructional hours
 - Explore pros/cons of 4-day week (data-based study before decision)
-

Overall Sentiment

Staff tone throughout responses was:

- Thoughtful
- Constructive
- Appreciative
- Invested in making the calendar better

Many comments included gratitude for being asked for input.

The current calendar is viewed as solid and functional — staff are seeking optimization, not overhaul.

36 responses

LCC Parent/Guardian Calendar Survey

2025–2026 Calendar Feedback Analysis & Summary

1. Overall Rating of the Calendar

Parent ratings were generally positive, though more varied than staff responses.

- Most ratings were **4 (Very Good)**.
- Several rated it **5 (Excellent)**.
- A smaller but noticeable group rated it **2 or 3**, often tied to:
 - Wednesday early dismissals
 - Start/end date preferences
 - Mid-week breaks

Overall Parent Sentiment:

The calendar works well for most families, but specific structural elements create challenges for some households.

2. Start & End Dates

August Start Date

A strong pattern emerged:

- Many parents prefer **starting later in August**
- Several specifically mentioned:
 - Start after Labor Day
 - Start third week of August
 - Middle of August feels “too soon”

However:

- A smaller group prefers **starting earlier and ending earlier**
- Some families travel mid-May and prefer earlier dismissal

Conclusion:

There is no universal consensus, but there is clear momentum toward a **slightly later August start**.

End of School Year

Parents were more split:

Preferences included:

- End later in May (to align with later August start)
- End earlier (to support travel)
- End on a Friday
- Maintain current structure

Some families expressed:

- Desire to align with Memorial Day
- Desire to align with college spring breaks

Overall Insight:

Parents tend to view start and end dates as a connected pair (start later → end later).

3. Thanksgiving Break

This was one of the clearest themes.

Many parents recommended:

- **No school on Wednesday before Thanksgiving**

Reasons:

- Travel logistics
- Families traveling out of town
- Productivity concerns

Support for full Wednesday off was strong across grade levels.

4. Winter Break

Winter Break feedback was largely positive.

Common responses:

- Timing and length appropriate

- Two-week break appreciated
- Some suggested shortening slightly if school starts later
- A few mentioned break felt long

Overall, however:

Winter Break structure appears well supported.

5. Additional Breaks

Recurring suggestions:

- Longer spring break (Friday + Monday model)
- Move spring break timing
- Align breaks with college schedules
- Add MLK Day (noted explicitly by at least one respondent)
- Consider a 4-day school week

Some families appreciate:

- At least one day off per month
-

6. Wednesday Early Dismissals

This is the most divided topic among parents.

Families Who Prefer It:

- Like consistent Wednesday early outs
- Prefer weekly consistency over alternating weeks
- Appreciate predictable scheduling
- Helpful for appointments
- Mid-week break helps younger students

Families Who Find It Challenging:

- Hard for working parents
- Weekly early outs create childcare challenges
- Prefer:
 - Early out on Friday instead
 - One full PD day per month instead of weekly
 - Monday or Friday early outs
- Some feel:

- “Every week is too much”
- “Once a month is plenty”
- “Waste of time”

Workability:

Responses ranged:

- “No problems”
- “Sometimes”
- “Difficult unless schedule is flexible”
- “My kids are old enough so it doesn’t matter”

Support for Teacher Planning:

Most parents:

- Believe teacher planning time is important
- Are unsure if weekly early outs are the best structure
- Some question if early outs are necessary

Conclusion:

Parents are not opposed to professional learning time, but they are divided on **weekly mid-week early dismissals**.

7. Childcare & Work Impact

Patterns:

- Families with flexible work schedules report minimal impact
 - Working parents report:
 - Needing childcare
 - Needing schedule adjustments
 - Larger families and multi-building families noted:
 - Bus timing challenges
 - Logistical coordination issues
-

8. Extracurriculars & Activities

Generally positive.

Some noted:

- Early outs help with practices
 - Schedule works fine for activities
 - Desire for clearer activity scheduling visibility on calendar
-

9. Parent-Teacher Conferences

Strong divide by grade level.

High School Parents:

- Prefer email communication
- Question necessity of in-person conferences
- Believe PowerSchool provides enough information
- Some explicitly stated they would not attend in person

Elementary Parents:

- Want longer time slots
- Feel rushed
- Want better scheduling system (Calendly, Google calendar sign-up)
- Some prefer student-led format
- Some prefer child not present for sensitive discussions

Structural Suggestions:

- Move conferences earlier in day
- Use sign-up system instead of gym format
- Allow optional second conference
- Combine with early dismissal Wednesday
- Ensure all teachers available at same time

Conclusion:

Fall conferences valued.

Spring conferences more mixed.

High school parents lean toward virtual/optional format.

10. Calendar Communication & Format

A few parents raised concerns about:

- Calendar format on website
- Clarity of event times

- Changes not clearly updated
- Desire for:
 - Printable calendar
 - More filter options
 - Traditional layout
 - Clearer labeling

This was not dominant but is a meaningful usability concern.

11. Four-Day Week

While not dominant, multiple parents independently referenced:

- Interest in a 4-day school week
- Curiosity about feedback on it
- Belief it may benefit families and students

This suggests openness to conversation but not a groundswell demand.

Major Parent Themes

Strongest Areas of Agreement:

- ✓ Add Wednesday before Thanksgiving
 - ✓ Maintain consistency (predictability matters)
 - ✓ Keep two-week winter break
 - ✓ Ensure early dismissal structure is consistent
 - ✓ Support teacher planning time
-

Most Divided Topics:

- ◆ Weekly Wednesday early dismissal vs monthly/full-day PD
 - ◆ Start later vs end earlier
 - ◆ Spring conferences necessity (especially HS)
 - ◆ Length/timing of spring break
-

Overall Parent Sentiment

Parents are generally satisfied with the calendar structure.

Differences in opinion largely reflect:

- Work flexibility
- Age of children
- Family travel patterns
- Childcare needs

Most responses were constructive and thoughtful. There is no overwhelming dissatisfaction, but clear opportunities for targeted refinement.

Strategic Considerations for 2026–2027

Based on parent input:

High-Impact Adjustments to Consider:

1. Add Wednesday before Thanksgiving
2. Maintain consistent early dismissal day/time
3. Evaluate alternative structures for early dismissals (Friday vs monthly full day)
4. Redesign high school spring conferences (optional/virtual model)

Further Study Opportunities:

- Analyze childcare impact of weekly early outs
- Evaluate instructional hour totals
- Explore 4-day week feasibility (community-wide survey if pursued)
- Improve website calendar clarity and usability

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!

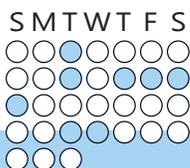
Events & Networking - <https://members.nasbonline.org/events>

LEARN MORE!

Where Will NASBe This Month?*

Bayard; Elba; Exeter-Milligan-Friend; Howells-Dodge; Kearney; Leigh; Louisville, KY; Millard; Nashville, TN; North Platte; Paxton; Scribner-Snyder; Seward; Shelby-Rising City; St. Paul; Thayer Central; The Capitol; Wakefield; West Point

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



MARCH 2026

MARCH

NASB Legislative Lunch - Tuesday, March 3 - St. Paul



Budget & Finance Workshop - Tuesday, March 10 - Seward*

4:30 to 8:30 PM - Registration Deadline is March 5

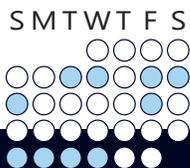
COSSBA Annual Conference - March 12-15 - Louisville, KY

State Education Conference: Call for Proposals - Due Friday, March 13

Submit a Breakout Session Proposal at <https://nasb.envisiams.com/proposals>

Budget & Finance Workshop - Tuesday, March 24 - West Point*

NAEP State Convention - March 24-25 - Kearney*



APRIL 2026

APRIL

Budget & Finance Workshop - Tuesday, April 7 - Ogallala*

Amplified Budget & Finance Workshop - Wednesday, April 8 - Kearney*

NSBA National Conference - April 10-12 - San Antonio, TX

Final Day of the 2026 Legislative Session - Friday, April 17

2026 NASB Federal Advocacy Fly-In - April 26-29 - Washington, DC



Continued on Page 2 - *Registration is Open

Leadership Innovation Vision Engagement #liveNASB

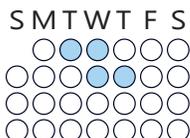
NASB provides programs, services, and advocacy to strengthen public education for all Nebraskans. Learn more at NASBonline.org

NASB BOARD QUICKS

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JUNE 2026

JUNE

- NASB Board Candidate Workshops - Tuesday June 2 - Ainsworth, Hastings, and O'Neil
- NASB Board Candidate Workshops - Wednesday June 3 - Broken Bow, Ogallala, and Wayne
- NASB Member Golf Outing - Wednesday, June 10 - Kearney Country Club
- School Law Seminar - June 10-11 - Kearney

YOUR 2026 PLATINUM AFFILIATES

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

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

Leadership Innovation Vision Engagement #liveNASB



Nebraska Rural Community Schools Association

Member Update

March 5, 2026



Photo Credit: Twin River Public Schools



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/



NRCSA Calendar

NRCSA Events

NRCSA Spring Conference

March 18 & 20, 2026

Crowne Plaza & Younes North Convention Center in
Kearney

[More about this event](#)

NRCSA Golf Tournament

July 28, 2026

Meadowlark Hills Golf Course in Kearney

[More about this event](#)

NRCSA Legislative Forum

February 24, 2027

Cornhusker Hotel in Lincoln

[More about this event](#)

Committee Meetings

NRCSA Legislative Committee

9:30 AM Thursdays during hearings

Via Zoom

NRCSA Scholarship & Recognition Committee

February 26 & 27, 2026

NCSA Conference Room

At the NCSA Building in Lincoln

NRCSA Executive Committee

3:00 PM March 18, 2026

Bronze 5 Room

At the Crowne Plaza in Kearney

NRCSA Executive Committee

June 2026

Time & location TBD

NRCSA Search Service



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



Axtell Community Schools
Search Complete



Potter-Dix Public Schools
Search Complete



Bancroft-Rosalie Community Schools
Search Complete



Red Cloud Community Schools
Interim Search Complete



Blue Hill Community Schools
Interim Search



Sandy Creek Public Schools
Search Complete



Hampton Public Schools
Search Complete



Superior Public Schools
Search Complete



Hayes Center Public Schools
Search Complete



Newman Grove Public Schools
Search Complete

Other Vacancies

Summerland Public Schools

Secondary Principal (grades 7-12) and Activities Director

Summerland Public School District is seeking a strong instructional leader for the position of Secondary Principal (grades 7-12) and Activities Director for the 2026-2027 school year. A valid Nebraska certificate with the appropriate endorsement, or the ability to obtain one, is required for this position. Summerland Public School is a PK-12 district (competing in Class C-2 NSAA activities this year) with approximately 444 students (214 for grades 7-12).

Summerland is a newly formed school district of the villages of Clearwater, Ewing, and Orchard. The district opened a \$34.4 million state-of-the-art facility on August 30, 2021. The building is centrally located between the three communities at the intersection of the Clearwater-Orchard Road and Summerland Road. Summerland is located approximately 50 miles west of Norfolk and 30 miles east of O'Neill.

The district is a 1:1 digital device school district: Students in grades 3-12 have access to Chromebooks, and PK-2 students are 1:1 with iPads. The district employs a technology director from ESU 8 four days a week. Teachers are provided with a Chromebook, SmartBoards in every classroom, as well as ample instructional resources in the classroom. The new building boasts a unique CTE area and green room for media communications class, as well as new integrations into the traditional classroom.

Though the district is new, the district has a historic past of academic excellence and strong extracurricular activities. Summerland has a strong administrative team and an exceptional staff that leads students through the district's vision statement: Engage, Educate, Empower Every Child, Every Day.

Summerland Public School offers a very competitive salary and benefits package. Interested candidates may apply by emailing a letter of application, resume, references, transcript, and a copy of the current certificate to the Superintendent, mollyaschoff@summerlandbobcats.org.

[Summerland Vacancy Announcement](#)

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

Login: member Password: learning

NRCSA Updates

The NRCSA Spring Conference is only two weeks away! The conference will be held at the Younes Conference Center North in Kearney on March 19 & 20. We are also offering a free pre-conference. Franklin-Covey has provided NRCSA with the opportunity to provide a very valuable experience, centered around the work of Steven Covey. The pre-conference will take place on Wednesday, March 18, 2025 from 10:00 a.m. to 2:00 p.m. A free lunch will also be provided.

In addition to 35 high-quality breakout sessions of importance to rural education, we also have two featured speakers: Adrienne Bulinski and Michelle Oberg.

So why should you consider joining us in Kearney in a couple of weeks? Consider the following:

THE TOP 10 REASONS TO ATTEND THE NRCSA SPRING CONFERENCE

1. A great opportunity to network with other administrators and/or Board of Education members. A lot of learning takes place simply by networking.
2. We will feed you well. Really well!
3. Every attendee receives a very nice unique gift.
4. Hospitality rooms provided by NRCSA-vendor partners! A chance to renew old acquaintances and unwind a little bit!
5. A continued emphasis on breakout sessions that have become permanent fixtures at the Spring Conference: an FFA-themes session, a student-run business presentation, and a Board of Education panel discussion.
6. The always emotional NRCSA Awards presentations in which we recognize an outstanding Board of Education member, Superintendent, Principal, Elementary Teacher, Secondary Teacher, Music Teacher, ESU Staff Member, and Classified Staff Member.
7. Draw prizes during the closing ceremonies! Every person in attendance has a chance at winning some great prizes!
8. A chance to get some somewhat free legal advice by attending the (always entertaining) breakout sessions from KSB School Law and the Perry Law Firm.
9. That awe-inspiring opportunity to view the Sandhills Crane migration on your way into Kearney! Just don't rubberneck on your way into town!
10. Everyone is guaranteed an opportunity to go on a 5:00 a.m. walk with NRCSA Executive Director Jack Moles! For free!
11. A much-expanded vendor show with as many as 96! This is an opportunity to make connections on services and products that your district may need or desire. And I promise: you will find candy in the exhibitor hall. More specifically: you will find chocolate!
12. A chance to hear directly from NRCSA in the legislative breakout with NRCSA Lobbyist Russ Westerhold and NRCSA Executive Director Jack Moles.

NRCSA Leadership

Chris Kuncl, President.
Mullen Public Schools

Dr. Heather Nebesniak, Past Pres.
Ord Public Schools

Stephanie Kaczor, Pres-Elect.
Riverside Public Schools

Jeremy Braden, Secretary.
Doniphan-Trumbull Public Schs

District Representatives:

Ginger Meyer, West
Chadron Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Daryl Schrunk, Northeast
Randolph Public Schools

Andrew Havelka, Southeast
Freeman Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Jack Moles

Lobbyists:

Jon Edwards
Scott Moore
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Jessica Bland,
Oakland-Craig Public Schools

Jim Widdifield
Minden Public Schools

13. Did I mention that we'll feed you well?

14. A lot of other reasons, but we've already cheated by exceeding the "Top 10".

[Register to attend the 2026 NRCSA Spring Conference](#)

The NRCSA Legislative Forum was held on Thursday, February 26 at the Cornhusker Hotel in Lincoln. The Forum provided those in attendance to hear first hand from Senators and others involved in the legislative process. Speakers shared insight during the morning session, followed by a luncheon. During the luncheon several Senators joined the attendees and shared more insight. This was one of our best attended Legislative Forums. We are grateful for all of you who joined us!



GOV. JIM PILLEN



SEN. JANA HUGHES



SEN. BRAD VON GILLERN



SEN. DAVE MURMAN



SEN. WENDY DEBOER



SEN. MYRON DORN

Nebraska Rural Community Schools Association Names Paul Sheffield as Executive Director-Elect



The Nebraska Rural Community Schools Association (NRCSA) Executive Committee met January 29–30, 2026, to interview candidates for the organization’s open Executive Director position. Four highly qualified individuals were selected for interviews: Dr. Curtis Cogswell, Paul Sheffield, Dr. Jon Cerny, and Stephen Grizzle. Each candidate demonstrated strong leadership experience and a deep commitment to serving Nebraska’s rural schools.

After thoughtful deliberation, the Executive Committee extended an offer for the position of Executive Director-Elect to Paul Sheffield on January 31. Sheffield accepted the offer and will begin a transition period alongside current Executive Director Jack Moles to ensure continuity and a smooth leadership handoff for the Association.

“The Executive Committee was thrilled to have applications from four highly respected rural educational leaders in Nebraska,” said NRCSA President Chris Kuncl. “The process was both rewarding and challenging. One thing that was evident is that Nebraska rural schools have tremendous educational leaders. NRCSA rural schools are in good hands. We are thankful for the leadership of our current Executive Director, Jack Moles, and we look forward to growing NRCSA in the future under the leadership of Paul Sheffield.”

The search process was led by the NRCSA Executive Committee, which consists of President Chris Kuncl, Past President Heather Nebesniak, President-Elect Stephanie Kaczor, Secretary Jeremy Braden, Northwest Representative Ginger Meyer, Southwest Representative Jane Davis, North Central Representative Dale Hafer, South Central Representative Jon Davis, Northeast Representative Daryl Schrunk, and Southeast Representative Andrew Havelka.

About Paul Sheffield

Sheffield brings more than 30 years of educational leadership experience to the role, along with a longstanding commitment to rural schools and the NRCSA mission. He previously served on the NRCSA Executive Board as the Southeast Representative for six years, completing two terms and actively supporting advocacy efforts on behalf of rural districts across the state.

Originally from Russell, Minnesota, Sheffield is a graduate of Russell–Tyler High School. He began his postsecondary education at South Dakota State University before earning a Bachelor of Science in Mathematics Education from the University of Nebraska–Omaha in 1991.

He began his career in education in 1992 as a math, health, and physical education teacher and coach at Keya Paha County High School in Springview, Nebraska. He later earned a Master’s degree in Educational Administration from South Dakota State University and held multiple leadership roles at Shickley Public Schools, including principal, activities director, technology director, and superintendent. He earned an Educational Specialist degree from the University of Nebraska–Kearney in 2005.

In 2008, Sheffield became superintendent at Exeter–Milligan Public Schools, where he served until his retirement in 2025. Throughout his administrative career, he focused on student-centered decision-making, staff support, community engagement, and strong fiscal and organizational stewardship.

Sheffield and his wife, Karla, have been married since 1988 and have three children serving their communities in the military, agriculture, and healthcare professions.

NRCSA looks forward to Sheffield’s leadership and continued advocacy on behalf of rural community schools across Nebraska.

NREA Partners with SchoolSims for “Lead Where You Are” Webinar Series

Rural districts are not small versions of big systems. They are different systems with different constraints and different strengths. This three part NREA x SchoolSims webinar series is designed for rural and small district leaders who are building strong people systems with limited capacity. We will focus on practical, rural ready strategies for recruiting and selecting staff, strengthening onboarding and support, improving retention, and building sustainable structures that protect culture and reduce leader burnout. The series is offered at no cost to NREA members.

Session 2 – April 23, 2026 at 2pm CST

[Register here: Small District Budget Crisis](#)

In this webinar we will explore some of the key challenges in navigating the district budgeting process. Often, the challenge begins with understanding the context and underlying Tradeoffs that are at play – finding the balance between the needs of specific community members while deciding what is in the best interest of students. At the same time needing to determine to what degree you can balance transparency and confidentiality. During the Webinar, participants will engage in a simulation that places them as a new Superintendent taking over a small school district that happens to be the primary employer in the community. When a budget shortfall is discovered, participants, as the Superintendent, must decide which resources to involve in the resolution while balancing transparency and strategy among key constituencies. They will need to decide which conditions warrant more persistence versus flexibility while keeping the focus on students.

Session 3 – May 28, 2026 at 2pm CST

[Register here: Political Leadership in the Superintendency](#)

The goal of this Webinar is to help aspiring and sitting superintendents to explore a Political Leadership Framework to hone their skills so that they can more effectively lead change through complexity. We will share the Framework and then engage in a Superintendent level Simulation to challenge participants with various scenarios that require them to engage in the following proactive political leadership skills: visioning, communicating, political mapping, mobilizing and relationships building, while gaining and sustaining public trust and internal support. The central issue in the simulation exercise focuses on a district’s discipline policy and its relationship with school safety—an issue that nearly all superintendents will encounter throughout their career.

You can learn more about the SchoolSims experiential learning PD here: SchoolSims | **[Simulations for School Leaders & Teachers](#)**



As of Thursday, March 5, the Nebraska Unicameral is down to 22 days left in the session. Work is scheduled to begin on the budget on Monday, March 9. Common thought is that the budget may take around ten days. The recent negative projections from the State Forecasting Board means there is even more work to be done on the budget.

Two bills that we are specifically following are LB1219 (Brandt) and LB1050 (Murman). We will share more on these bills in this week’s Legislative Update, which will go out on Friday. The Legislative Update is a new feature for NRCSA members that we are going to put out weekly. This update provides some insight into what is going on legislatively. All contacts who have been shared with us from NRCSA-member entities will receive the Legislative Update. If you do not receive this please contact us.

[NRCSA Bill Summaries 2026](#)

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

POLICY ON CANCELLATIONS FOR NRCSA EVENTS

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

WEATHER CANCELLATION DECISION MADE BY NRCSA:

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

WEATHER POSTPONEMENT DECISION MADE BY NRCSA:

All registrants, including vendors, will be offered a full refund or to have the registration fee carried forward to

the re-scheduled event.

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

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

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

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

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

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

No refund will be provided.

There will be a few NRCSA leadership spots available for the 2026-27 school year. We are currently taking nominations for the following positions:

PRESIDENT ELECT—this position is part of a three year Presidency cycle (President-Elect, President, Past-President). This is a state-wide election with each member entity having one vote. We have two nominations at this point.

NORTH CENTRAL DISTRICT REPRESENTATIVE TO THE EXECUTIVE COMMITTEE—Current North Central District rep Dale Hafer is term-limited, thus the position will be open. The position has a term of three years, with the ability to run for a second term. This position is voted on by member entities in the North Central District. We have one nomination at this point.

SCHOLARSHIP AND RECOGNITION COMMITTEE MEMBER: The committee will be moving from two year to three year terms. To make this work we will only add one new committee member for the coming year. The person can come from any of the NRCSA geographic districts. Self-nominations for positions are accepted.

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

Nebraska Rural Community Schools Association

Applications for the Spring semester were received and the three recipients have been selected. They are:

- Jacey Anderson, Thedford
- Maren DeJonge, HTRS
- Kylie Hiatt, Shelby-Rising City



SHELBY-RISING CITY ELEMENTARY PRINCIPAL HEATHER THOMPSON, JACK MOLES, KYLIE HIATT, SHELBY-RISING CITY SUPERINTENDENT TUCKER TEJKL



THEDFORD PRINCIPAL ADAM KUNTZ, JACEY ANDERSON, JACK MOLES



HTRS SUPT GEORGE GRIFFIN, JACK MOLES, MAREN DEJONGE, HTRS PRINCIPAL KIM CANIGLIA

Former Senator Lynne Walz was recently presented with NRCSA’s Friend of Rural Education Award. Sen. Walz had been unable to attend the NRCSA Spring Conference to receive her award, so NRCSA Executive Director Jack Moles travelled to Fremont to make the presentation. The Friend of Rural Education Award goes to individuals who are not NRCSA members who have made significant contributions to rural education in Nebraska or to NRCSA itself.



SUPERINTENDENT SEARCH & PLANNING

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

NRCSA has already helped the Axtell, Bancroft-Rosalie, Hampton, Hayes Center, Newman Grove, Potter-Dix, Sandy Creek and Superior Boards of Education identify their next Superintendent. We are currently assisting the Blue Hill Board of Education with their search for an Interim Superintendent.. We also assisted Red Cloud in a search for an Interim Superintendent.

One of the more outstanding features of the NRCSA Superintendent Search Service is that the consultants who assist Boards of Education with their searches are all retired rural school Superintendents who experienced great success in their careers. They know what it takes to be successful in a rural school district and community, and how to work closely with a rural school Board of Education. Our current consultants are: Jim Havelka, Fred Helmink, Robin Stevens, Rob Hanger, Caroline Winchester, Curtis Cogswell, Paul Sheffield, Mo Hanks, Mark Norvell, and Jay Bellar.

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@nrcca.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 Brochure](#)

[NRCSA Planning Support Brochure](#)

Board of Education meeting visits. Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 145 such meetings. I most recently attended the Board meetings at Brady and Eustis-Farnam on Monday, Jan. 12.

I am scheduled to attend the following Board of Education meeting in the near future:

MONDAY, MARCH 9: Shickley and Bruning-Davenport

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

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



EUSTIS-FARNAM BOARD OF EDUCATION AND ADMINISTRATION



BRADY BOARD OF EDUCATION AND ADMINISTRATION

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

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

Key Findings from the NSWERS brief:

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

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

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

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

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

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

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

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

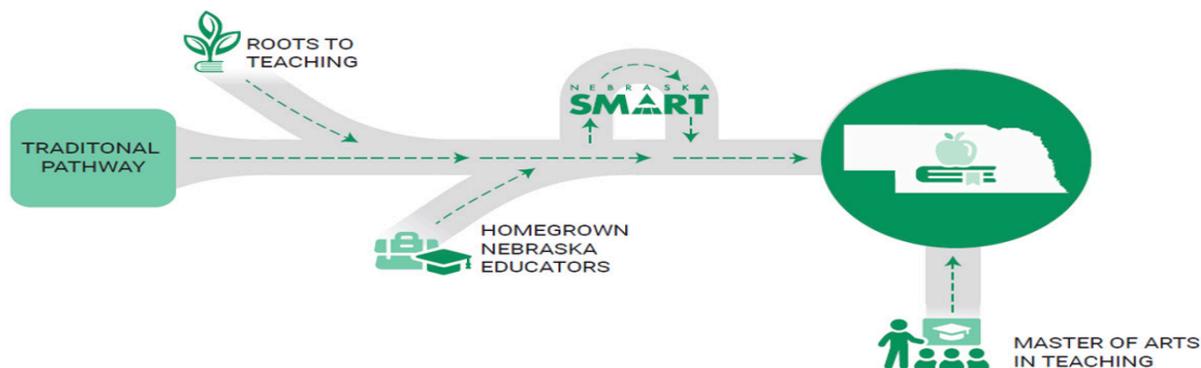
- Tier 1 – NRCSA Branded Content (\$2,500/school year): Monthly graphics and captions with NRCSA branding, aligned to seasonal themes and events.
- Tier 2 – District-Branded Content (\$5,000/school year): Customized graphics and captions tailored to your district’s brand and messaging.
- Tier 3 – Custom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

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

[Good Life EDU Podcast Featuring Anna Weber & Jane Davis](#)

Expanding the Educator Pipeline through Innovative Nebraska State College Initiatives.

Educator Preparation Pathways



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

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

Nebraska Roots to Teaching (NRT), seeks to offer a high school-to-career educator pathway modeled after Washington State’s successful Recruiting Washington Teachers (RWT) program. Anchored in Wayne State

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

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

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

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

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

Chris Prososki, formerly the Superintendent at Southern and now at Hastings, 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 Superintendentcy. It can be especially helpful as you head into the new school year! Thanks to Chris for sharing this! You can access the updated checklist here:

[**Superintendent Check List**](#)

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

Open Sky has developed some awesome **Nebraska Public School District Profiles** instruments. The instruments provide much information that can be used to tell the story of your district in comparison to other

districts when discussing school finance. The instruments can be accessed at:

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

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

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

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, 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](#)

NRCSA is pleased to be in a partnership with New Leaf Teletherapy. New Leaf provides mental health teletherapy services for both staff and students. I became very interested in this possibility especially in terms

of staff services. I know our members are working hard to provide services for their students, but there does not appear to be that same capability when looking at staff services.

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

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

[New Leaf PowerPoint Presentation](#)

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



[New Leaf Flyer](#)

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

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

[NRCSA School Programs](#)

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. In talking with some districts, there is a chance there could be upwards of 112 entities participating. Great job by all participating districts in protecting the card and program! Don't forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 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) or Jeff Bundy (jbundy@nrca.net).

U.S. Bank provided two webinars for those considering using the program or for those who are currently using it, but want to find out more about the program. The slides from the webinar are available below.

[U.S. Bank Commercial Card Program](#)

2026 NRCSA Spring Conference

The 2026 NRCSA Spring Conference will be held on March 18 to 20, 2026, at the Crowne Plaza and Younes North Convention Center in Kearney.

There will be many informative and timely sessions regarding law, TEEOSA, school finance, curriculum development, updates from the Department of Ed, staff and board development, updates regarding current federal and state legislation and others. Sessions highlighting special programs and initiatives are always a plus. A total of 35 sessions will be provided at the conference. As always, the general sessions will feature music groups, speakers on Thursday and Friday, scholarships, awards, recognitions, and the traditional meals that have become a mainstay of the conference.

As usual, there will be many opportunities for networking and informal discussions with attendees from other schools!

Be sure and make plans to attend!!

Room Reservations

There are several hotels in and around the area. Attendees will need to make room arrangements for the conference.

These hotels participate in group rates for Spring Conference

Crowne Plaza (308) 238-7000
Hampton Inn (308) 234-3400

These hotels do NOT participate in group rates

Holiday Inn (308) 237-5971
Comfort Inn & Suites (308) 236-3400
La Quinta Inn & Suites (308) 237-4400
America Inn & Suites (308) 234-7800
Fairfield Inn (308) 236-4200
Holiday Inn Express (308) 234-8100
Microtel Inn & Suites (308) 698-3003
New Victorian Inn & Suites (308) 237-5858
Wingate Inn (308) 237-4400

Program Highlights

Wednesday March 18, 2026

10:00 AM Pre-Conference: The Seven Habits of Highly Effective People

Presented by:



6:30 PM Exhibitor Check-In and Set-Up

7:00 PM Early Registration and Hospitality Rooms Open

Thursday March 19, 2026

7:15 AM Registration & Exhibit Hall Open

8:00 AM General Session

11:00 AM – 11:50 AM Select-a-Session I

12:00 PM General Session

2:20 PM - 3:10 PM Select-a-Session II

3:35 PM - 4:25 PM Select-a-Session III

6:00 PM Country Buffet

7:00 PM Hospitality Rooms Open

Friday March 20, 2026

7:30 AM Registration Open

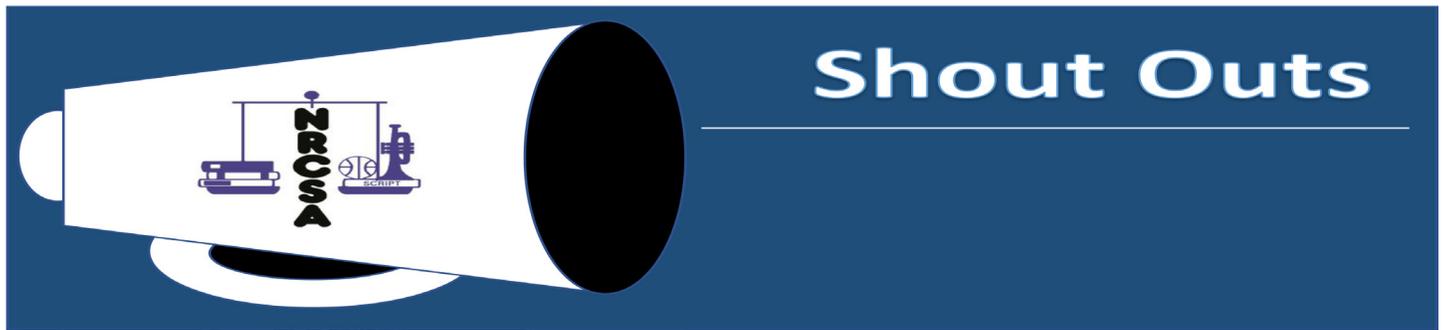
8:00 AM - 8:50 AM Select-a-Session IV

9:00 AM – 9:50 AM Select-a-Session V

10:00 AM Brunch

10:50 AM Closing Session

12:50 PM Gifts, Prizes, & Giveaways



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

March 2026:

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

- February 4–Matt Smith of Raymond Central.
- February 11–Emily Rohlff of Conestoga.



*** The Nebraska Coaches Association announced the 2026 Girls and Boys Basketball Senior Showcase Coaches:**

- The Girls Red Team Head Coach is Scott Guzinski, of Oakland-Craig. The Assistant Coach for the Red Team is: Randy Eisenhauer, of Elgin/Pope John
- The Girls Blue Team Head Coach is Jeff Thober of Shelton
- The Boys Blue Team Head Coach is Bob Braihtrwait of Wallace. The Assistant Coach is Jesse Gardner of Yutan
- The Boys Red Team Assistant Coach is Ryon Nilson, Creighton

*** Pierce won the Class C State Wrestling Duals Championship. Central City was the Runner-up.**



*** Burwell was the Class D State Wrestling Duals Champion.**



*** The National High School Athletic Coaches Association has released its list of finalists for National Coach of the Year Honors, and 14 nominees are from Nebraska. Included are the following from NRCSA-member schools:**

- Sam Jilka of Lexington–Boys Cross Country
- Cody Wintz of Battle Creek–Wrestling
- Todd Hale of West Holt–Golf
- Jim Weeks of Auburn–Boys Basketball

*** Columbus Lakeview defensive coordinator Jeff Barga was recently recognized as Nebraska’s High School Broyles Award recipient at a banquet in Arkansas.**



*** Konnor Kai of Wayne was the Class B State Bowling Boys Singles Champion.**



*** Wayne won the Class B Boyes State Bowling Championship.**



*** The Nebraska School Activities Association has announced the 2025-26 Champions for Coaches honorees. Those from NRCSA-member districts are:**

- GIRLS GOLF: Whitney Maulsby of Minden
- SOFTBALL: Kirk Chewleski of Centura
- BOYS CROSS COUNTY: Sam Jilka of Lexington
- GIRLS WRESTLING: Ben and Lilly Gossman of Fort Calhoun
- SPEECH: Mackenzie Ivie of Sidney
- GIRLS BASKETBALL: Paul Dwyer of Elmwood-Murdock
- BOYS BASKETBALL: Nick Broz of Cozad
- BOYS WRESTLING: Tyler Legate of Pierce
- JOURNALISM: Jeremy Borer of Sandy Creek
- MUSIC: Ashley Brock of Holdrege
- BOYS GOLD: Daryl Ladeaux of Creighton
- BOYS TRACK AND FIELD: Stephanie Rodenbaugh of Loomis
- UNIFIED TRACK AND FIELD: Bailey Swanson of Hemingford
- GIRLS TENNIS: Matt Wiemers of McCook

*** Adams Central won the Class B Girls State Wrestling Championship. Lakeview was the Runner-up.**



*** Battle Creek was the Class C Boys State Wrestling Champion. Pierce was the Runner-Up.**



*** Plainview won the Class D Boys State Wrestling Championship. Burwell was the Runner-Up.**



*** Several girls from NRCSA-member schools won individual championships at the State Girls Wrestling Tournament. They include:**

CLASS A:

- 170–Olivia Garrean, Plattsmouth
- 235–Ashley Najera, Lexington

CLASS B:

- 100–Haylee Trew, Johnson County Central
- 105–Hadley Mazzulla, Auburn
- 110–Abby Negley, Cozad
- 125–Felycia Kerkman, West Holt
- 130–Rylan Hansen, Stanton
- 135–Jordyn Campbell, Yutan
- 140–Nyla Bolles, Wayne
- 145–Hayley Rusher, Chase County
- 155–Maggie Fiene, Conestoga
- 170–Isabella Kuehler, Pierce
- 190–Addison Arvdal, Sutherland
- 235–Madelyn Tryon, Southwest

*** Many boys from NRCSA-member schools also won State Championships at the State Wrestling Tournament. They include:**

CLASS B:

- 132–Coy Childers, Alliance
- 138–Odin Anschutz, Plattsmouth

CLASS C:

- 106–Ace Schweitzer, Central City
- 113–Erik Prado, Johnson County Central
- 120–Phillip Streff, North Bend Central
- 126–Draydin Gossman, Pierce
- 132–Cash Stanek, North Bend Central
- 138–Hayden Schmit, David City
- 144–Drake Hasbrouck, Cozad
- 157–Brenden Bolling, Pierce
- 175–Alex Meinecke, St. Paul
- 190–Kyler Boyles, Superior
- 215–Grady Welke, O’Neill

CLASS D

- 106–Kamden Robinson, Elm Creek
- 113–Wyatt Forney, Southern
- 120–Brett Larson, Elm Creek
- 126–Zach Held, Twin River
- 132–Brody Jensen, Burwell
- 138–Drew Dawe, Burwell
- 144–Corbin Hoefler, Neligh-Oakdale
- 150–Drake Troxel, Southern
- 157–Jason Kraus, Mullen
- 175–Griffin Bergen, Sutton
- 190–Elijah Fjell, Shelby-Rising City
- 215–Coy Vrbka, Shelby-Rising City
- 285–Levi Gall, Clarkson/Leigh

MEMBER SPOTLIGHT

Emerson-Hubbard Public Schools



Mascot: Pirates & Wolfpack

Enrollment: 198 students

Location(s): Emerson, NE

Interesting Fact: The town of Emerson lies in three counties; Dakota, Dixon, & Thurston. Emerson-Hubbard Community Schools are located in two counties. The elementary building is located in Dixon County and the Middle School/High School is located in Thurston County.



Superintendent: Dale Martin

Principal(s): Dustin Nielsen, Elementary & Zach Biere, Middle & High School

Board of Education: Joani Franzluebbbers, Tricia Belt, Scott Albrecht, Ashley Fuchser, Ryan Beacom, & Kip Ahlers



Programs:

Emerson-Hubbard Elementary School was excited to introduce the Elementary After School Pack for the first time at the start of the 2025–26 school year. This extended learning opportunity serves PK–5th grade students after school until 5:30 p.m., providing families with a safe, supportive, and enriching place for children to finish their day. Students receive daily snacks and homework assistance from our staff, helping reinforce good habits and responsibility. Beyond the daily routine, the After School Pack emphasizes hands-on, STEM-based learning that encourages critical thinking and creative problem solving in ways that are both meaningful and fun. Throughout the year, students also take part in local enrichment experiences, such as visits to the public library and community-based activities, strengthening their connection to our community while continuing to learn and grow.



The Emerson-Hubbard FFA Chapter, under the direction of Advisor Dylan Huber, has seen lots of success over the past few years. The chapter has 45 active members that participate in a variety of classes, competitions, and community service activities. Most recently the chapter has seen great success at the national level with its 5th member receiving their American FFA Degree, its first national silver emblem in the Agricultural Issues Forum team competition, and a 3 Star National Chapter rating. This year, nine seniors will earn their State FFA Degree at the Nebraska FFA Convention in March. The success the chapter has seen in recent years serves as a driving force for future members to continue striving for greatness.



MEMBER SPOTLIGHT

Harvard Public Schools



Mascot: Cardinals

Enrollment: 212 students

Location(s): Harvard, NE

Interesting Fact: We have transitioned from 11-man Football to 8-man Football to 6-man Football in a relatively short period of time (9 years). 11-man State Champion in 1986, 6-man State Runner-up in 2017 and Champion in 2019.



Also, we have had 3 Superintendents over the past 59 years!

Superintendent: Michael Derr

Principal: Seth Elley

Board of Education: Janet Hachtel, President; Kenny Reutzel, Vice-President; Jody Novak, Secretary; Andrew Burbach; Michelle Callahan; Clint Schwenk



Programs:

Skills USA - This program started at Harvard Public School in the Fall of 2023 with 10 students. That Spring, 2 of them earned medals at the state competition. The next year membership increased to 23 students and 4 of them earned state medals including a State Champion that went on to the National Skills USA competition in Atlanta, GA. This year the group has 32 members along with 4 Teacher sponsors and they are looking forward to the state Skills USA competition in Grand Island coming up in early April. The group also is in charge of local Blood Drives for the American Red Cross and our locally hosted College / Career Fair.



Giltner/Harvard sports cooperative - In the Fall of 2024, Giltner and Harvard embarked on a cooperative in Junior High Football, Volleyball and Boys / Girls Basketball. Enthusiasm went along with the coop as combined numbers necessitated extra quarters and games to ensure playing time for all participants. This cooperative continued into the 2025-26 school year with the addition of varsity Boys / Girls Wrestling and Boys / Girls Basketball. One highlight of the cooperative was that our teams went from several years of very few wins to being competitive in most contests. The Girls team was 13-10 and earned the #2 seed in our C-2 Subdistrict competition. At the last home game, both schools' bands played together to show the spirit for our GH teams!



MEMBER SPOTLIGHT

Yutan Public Schools



Mascot: Chieftains

Enrollment: 501 students

Location(s): Yutan, NE

Interesting Fact: The school's roots go back well over a century. The first school in the Yutan area was built in 1876, serving multiple grades in a small early structure that reflected the determination of local settlers to provide education on the Nebraska frontier. Over time, the building expanded to accommodate additional students and grade levels before modern school facilities were constructed. Generations of students learned in those early classrooms long before today's buildings existed, making education a cornerstone of the community for well over a century.



Superintendent: Brett Schwartz

Principal(s): Trevor Hoegh, PK-6 Principal; Stefanie Novotny, 7-12 Principal



Board of Education:
Adam Wacker; Gary Hollst; Judy Daniell; Eric Wilke; Bill Hancock; & Dan Ridder



Programs:

Chieftan Buddies

Chieftan Buddies is a peer mentoring program that partners high school students with elementary students to build positive relationships and strengthen school culture across grade levels. Through regular meetings and shared activities, high school mentors serve as role models while helping younger students build confidence and a sense of belonging. The program promotes leadership in older students and strengthens PK-12 unity, reflecting the strong sense of community within the Chieftan family.



TeamMates

TeamMates is a school-based mentoring program that pairs students with caring adult mentors who meet regularly throughout the year to provide encouragement, guidance, and consistent support. This year, our Yutan chapter launched a Match Support Committee to strengthen mentor-mentee relationships through appreciation events and activities.

Through intentional community outreach and fundraising efforts, including local donations and events, we have expanded our impact significantly. Our chapter has secured major scholarship and program funding, welcomed 19 new mentor applicants, and created 16 new matches this year alone, the most in our region. With 36 active matches and more in progress, Yutan has already surpassed its goal of 35 matches for 2025-26.



Updates from Members & Other Entities

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

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



Nebraska SMART Update

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

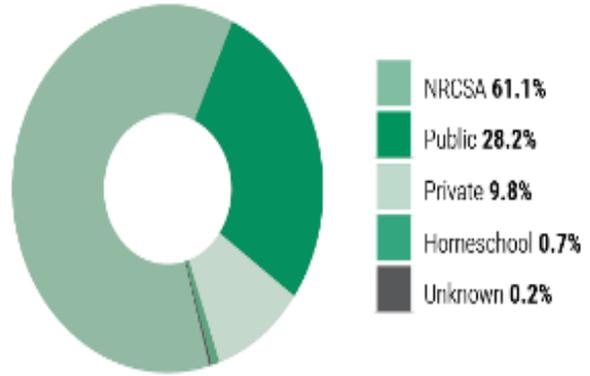
TUTORING HOURS 	Tutoring sessions are available after school, in the evenings, giving students the flexibility to get help when it works best for them. Each session is customized to meet the student's needs, whether they're catching up, preparing for a test, or seeking to strengthen key skills.
Monday - Thursday 3:30 to 8:30 PM CT	NO TUTORING: Mar. 9 – 12 (Spring Break) Tutoring for Spring Semester: Jan. 12 – May 7

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

To date, Nebraska SMART tutors have completed more than **2,530** tutoring sessions, serving **1,011** students statewide. The program's success is possible thanks to strong partnerships with schools and organizations across Nebraska, like NRCSA. These partnerships ensure that students, no matter where they live, have access to high-quality academic support.

1,011 STUDENTS SERVED

Since February 2024, 1,011 students have registered for free online tutoring with Nebraska SMART. The chart shows the distribution of students registered based on school type.

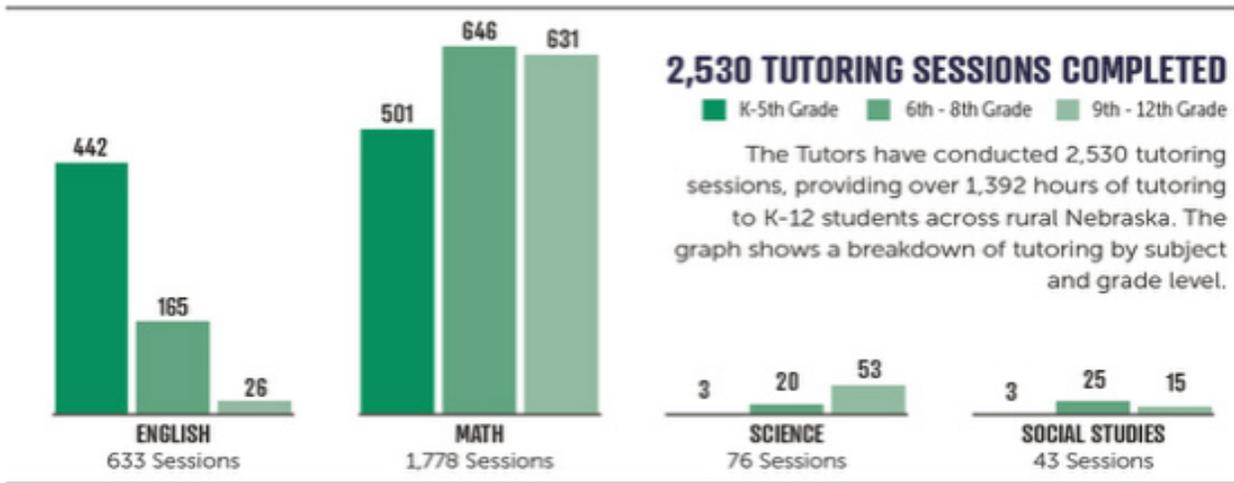


How to Access Tutoring

To access tutoring, parents need to register their student(s) through our [website](#). After registering, parents and students can log in to schedule tutoring appointments or request on-demand tutoring with a Tutor. Students are encouraged to provide the homework or assignment for which they need help. Assignments can be uploaded to the secure classroom, sent to the Tutor in advance via message, or a picture can be taken of the assignment when connected to the Tutor in the classroom.

For NRCSA schools, Nebraska SMART offers a meaningful way to extend learning beyond the classroom without adding extra cost or staff burden. Teachers and school leaders are encouraged to share this opportunity with students and families and to remind them that free, one-on-one tutoring is just a click away. Please help promote this free service to your students and families by sharing our [flyer](#) (also available in [Spanish](#)).

Together, the Nebraska State Colleges, the Nebraska Department of Education, and NRCSA schools are making a statewide impact, helping every student build confidence, master challenging subjects, and stay on the path to success.



To learn more or help your students get started, visit www.nscs.edu/nebraskasmart or contact Judi Yorges at [jyorges@nscs.edu](mailto: jyorges@nscs.edu).

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

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

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

[Strengthening Rural Communities Through Public Education](#)

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

[State by State Fact Sheet](#)

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

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

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

[Board Member Onboarding](#)

From 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](#)

From Jay Martin, NDE Director of School Safety & Security

Hello All,

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

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

Remember to apply for your Diamond status Safety Badge to display at your school letting your school community

know you “Place School Safety First!”

Thanks for all you do in school safety.

School Safety Newsletter Spring 2025

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

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

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

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

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

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

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

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

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

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

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

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

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

[Why Rural Matters 2025](#)

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

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

[Understanding REAP](#)



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

Book your School's Presentation

Parent Meetings or Special Events

THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

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



Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags



During the Game/Event

Modeling Appropriate Behavior

Big Picture

One Instructional Voice



After the Game/Event

Time & Space

Confidence Building

Relationship Building

Six Powerful Words

NEBRASKA COACHES ASSOCIATION

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Official Association Endorsements as of September 1





Nebraska School Administrators & School Board Members,

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

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

Presentation Details:

45-Minute Parent Presentation with One School or Combined Schools

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

Audio/Visual Requirements from the Host School:

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

Cost – Payable the Day of Presentation:

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

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

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

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

Darin Boysen

Darin Boysen
Nebraska Coaches Association

Official Association Endorsements – as of September 1



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

I. Policy Intelligence and Education News

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

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

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

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

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

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

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

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

[NRCSA Principal Search Brochure](#)

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

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

Who: Any individual who holds a minimum of an Associate’s Degree (or equivalent credit hours) from an accredited higher education institution, and who is employed as a para-professional within a school district. **What:** Chadron State will provide required course work and enrichment activities via online, face-to-face (via Zoom), and on the job experiential learning, leading to a Bachelor’s in Education Degree, and a Nebraska Teaching Certificate with an endorsement in Special Education (grades PK-12). With administrator input, program course work will be tailored to best fit your district practices and expectations. Each course will be offered in an 8-week format, with 12-13 credit hours to be completed each 16 week semester.

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

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

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

Things for your consideration:

- 1) To qualify for this program participants must hold at least an Associate’s Degree or the equivalent in college credit hours. *(CSC will work with those applicants to provide them with the needed coursework leading up to program entry).*
- 2) Districts must agree to maintain para-professional employment throughout the course of the program—including during the student teaching experience.

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

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

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

Designing Schools for Students, Teachers, and Communities



Education is always evolving, and so are the spaces where learning happens. Our **Upward Thinking** approach begins with asking the right questions. We listen first—understanding your district's vision, challenges, and unique culture—to create spaces that align with both current and future needs.

CMBA is a regional leader in educational design, but at the heart of our work, it's not what we do—it's who we do it for. Our focus is on students—their learning and overall well-being—and creating designs that enhance the educational experience for both students and teachers, while staying true to each district's vision.

As educational planners, our mission is to create safe, healthy, and inspiring spaces that positively impact generations of learners. By fostering student engagement, supporting teacher retention, and cultivating community pride, we are dedicated to elevating the environments where learning happens. With projects across Nebraska, Iowa, and South Dakota, CMBA ensures every design reflects the community it serves—today and for years to come.



"One of the first things I noticed about CMBA when they toured our school was the number of questions they asked...they wanted to understand our challenges and what we value, so the final design reflects our school's spirit."

Katie Burger, York Elementary Principal



Find out more about CMBA!



Purple Ribbon Partners



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NE State Senators

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