

**RAYMOND CENTRAL PUBLIC SCHOOLS - DISTRICT #55-0161**  
BOARD OF EDUCATION BUDGET/TAX ASKING HEARING AND REGULAR  
MEETING, WEDNESDAY, SEPTEMBER 10, 2025 - 6:00 PM  
RAYMOND CENTRAL JR-SR HIGH SCHOOL - MUSTANG ROOM  
1800 WEST AGNEW ROAD  
RAYMOND, NE 68428-9783

**AGENDA**

1. Call to Order and Pledge of Allegiance
2. Nebraska Open Meetings Law
3. Motion to Excuse Board Member's Absence
4. Presentation of the 2025-26 Budget and the 2025-26 Tax Asking

## NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Raymond Central Public Schools (5550161) in Lancaster County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 10 day of September, 2025 at 6:00 o'clock, PM, at Mustang Room, Raymond Jr/Sr High School for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
	2023-2024 (1)	2024-2025 (2)	2025-2026 (3)			
General	\$ 11,251,470.00	\$ 12,129,300.00	\$ 14,176,100.00	\$ 1,268,197.00	\$ 6,417,991.00	\$ 9,117,481.00
Depreciation	\$ 286,298.00	\$ 506,350.00	\$ 1,996,685.00		\$ 1,996,685.00	
Employee Benefit	\$ 22,030.00	\$ 32,000.00	\$ 386,759.00	\$ -	\$ 386,759.00	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 563,347.00	\$ 520,000.00	\$ 942,946.00	\$ -	\$ 942,946.00	
School Nutrition	\$ 589,970.00	\$ 512,000.00	\$ 613,200.00	\$ -	\$ 613,200.00	
Bond	\$ 668,388.00	\$ 679,114.00	\$ 1,249,902.00	\$ -	\$ 749,902.00	\$ 505,051.00
Special Building	\$ 775,484.00	\$ 682,455.00	\$ 4,106,859.00		\$ 3,606,859.00	\$ 505,051.00
Qualified Capital Purpose Undertaking	\$ 6,600.00	\$ 1,965.00	\$ 2,121.00	\$ -	\$ 2,121.00	\$ -
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fee	\$ 78,017.00	\$ -	\$ 38,636.00	\$ -	\$ 38,636.00	
	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>TOTALS</b>	<b>\$ 14,241,604.00</b>	<b>\$ 15,063,184.00</b>	<b>\$ 23,513,208.00</b>	<b>\$ 1,268,197.00</b>	<b>\$ 14,755,099.00</b>	<b>\$ 10,127,583.00</b>

	Bond Purposes	Non-Bond Purposes	Total
Breakdown of Property Tax	\$ 505,051.00	\$ 9,622,532.00	\$ 10,127,583.00

## Notice of Special Hearing To Set Final Tax Request

Raymond Central Public Schools (5550161) in Lancaster County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1632, that the governing body will meet on the 10 day of, September 2025 at 6:00 o'clock PM, at Mustang Room, Raymond Jr/Sr High School for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

	2024-2025	2025-2026	Change
Property Valuations	1,042,790,972	1,205,595,312	16%

### 2024-2025 Budget Information

### 2025-2026 Budget Information

Fund	2024-2025	2024-2025	2024	Property Tax Rate	2025-2026	2025-2026	Proposed	Change	Change in
<b>General Fund</b>	13,145,088.00	8,130,724.00	0.779708	0.674416	14,176,100.00	9,117,481.00	0.756264	-3%	8%
<b>Bond Fund(s) K - 12</b>	1,370,800.00	326,182.00	0.031280	0.027056	1,249,902.00	505,051.00	0.041892	34%	-9%
<b>Bond Fund(s) K - 8</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Bond Fund(s) 9 - 12</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Bond Fund</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Special Building Fund</b>	3,925,115.00	1,212,121.00	0.116238	0.100541	4,106,859.00	505,051.00	0.041892	-64%	5%
<b>Qualified Capital Purpose Undertaking Fund K - 12</b>	4,053.00		0.000000	0.000000	2,121.00	-	0.000000	#DIV/0!	-48%
<b>Qualified Capital Purpose Undertaking Fund K - 8</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Qualified Capital Purpose Undertaking Fund 9 - 12</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Total</b>	18,445,056.00	9,669,027.00	0.927226	0.802013	19,534,982.00	10,127,583.00	0.840048	-9%	6%

**Notes:**

- (1) The example publications included here are solely to hear taxpayer input at the tax request hearing. No action should be taken at the hearing. Action items should be completed at a regular meeting, ensuring that all requirements of the Open Meetings Act are followed.
- (2) The sample publication is intended to assist subdivisions in meeting the publication requirements related to the Tax Request Hearing. This is a sample form only - it is not a required form. Each subdivision is responsible for ensuring their publication includes all information required by the statutes. Each subdivision may need to modify the sample forms for the circumstances specific to your subdivision.
- (3) If your subdivision is increasing the Property Tax request above the allowable growth percentage (2% plus real growth percentage), you are subject to the postcard notification and joint public hearing requirements of the Property Tax Request Act (§ 77-1633). You are required to attend the Joint Public Hearing outlined in § 77-1633. You are not required to hold the Special Hearing to Set the Final Tax Request as outlined in § 77-1632. You are still required to hold the Budget Hearing, regardless. If the tax request does not exceed the allowable growth percentage, you will continue to hold the Special Hearing to set Final Tax Request as has been done in the past.



Board of Education Budget Hearing

September 10, 2025

6:00 PM - Mustang Room

# How Is The Budget Developed

- The budget is developed by the Superintendent and the Business Manager while working closely with the Finance Committee.
- Cathy Burklund
- Larry Heyen
- Bill Lange

# District Goals 2019-2025

Goal 1 - Increase the number of students that meet or exceed normal growth rates

Goal 2 - Research and implement strategies to recruit, hire, develop, support, and retain the highest quality staff

Goal 3 - Increase Student Enrollment

Goal 4 - Maintain and Improve Current Facilities

Goal 5 - Technology

Goal 6 - Staff Professional Development

Goal 7 - Mental Health Action Plan

Goal 8 - Ensure all students learn in a safe environment

# Budget Goals

1. Meet the educational needs of our students.
2. Accumulate and reserve necessary cash resources to address items that are identified as short and long term goals.
3. Sustain adequate reserve funds.
4. Sustain cash balances that provide for 3 months of operating expenses.
5. Be cognizant of the impact of property taxes on our community members and work to minimize levy swings.

# 2025-26 Budget Priorities

General Fund budget increase of 2.9% to accommodate for:

1. Increased cost of staffing
2. Inflationary impact on material, energy, and fuel
3. Increased educational resource budget to ensure all academic areas are up to date
4. Ensure there are enough funds in the Special Building Fund to address facility needs
5. Maintain cash balances to protect the operating budget from grant and economic uncertainty

# General Fund

- The General Fund finances all facets of services rendered by the school district. General Fund receipts are classified according to source while its expenditures are classified according to specific functions. The General Fund is maintained by all operating school districts in the state. General Fund expenditures are limited by statute. The tax levy for this fund is restricted. The General Fund cannot be used to purchase buildings or land for the district -- those are functions of the Special Building Fund.

# Depreciation Fund

A Depreciation Fund may be established by a school district in order to facilitate the eventual purchase of costly capital outlay by reserving such monies from the General Fund. To allocate monies from the General Fund, a school district will show the movement of monies as an expense from the General Fund and the Depreciation Fund will show the revenue as a transfer from the General Fund. The school district may divide this fund into more than one account (ex. Purchased Property Services, Equipment Purchase, Bus Acquisition, Building Maintenance, Building Improvement) to allocate a portion of this fund for different valid purposes. The purpose of the Depreciation Fund is to spread replacement costs over a period of years in order to avoid a disproportionate tax effort in a single year to meet such an expense. This fund is restricted by statute as part of the Allowable Reserve limitation. The Depreciation Fund is not specifically provided for in law; therefore, this fund shall be considered a component of the General Fund.

# Employee Benefit Fund

An Employee Benefit Fund may be established in order to specifically reserve General Fund money for the benefit of school district employees (unemployment compensation, early retirement, health insurance deductibles, etc.) To allocate monies from the General Fund, a school district will show the movement of monies as an expense from the General Fund, and the Employee Benefit Fund will show the revenue as a transfer from the General Fund. A school district may divide this fund into more than one account to allocate a portion of this fund for different valid purposes. The cash reserve of this fund is restricted by statute as part of the Allowable Reserve limitation. The Employee Benefit Fund is not specifically provided for in law; therefore, this fund shall be considered a component of the General Fund.

# Qualified Capital Purpose Undertaking Fund (QCPUF)

A Qualified Capital Purpose Undertaking Fund may be established for the removal of environmental hazards, the reduction or elimination of accessibility barriers in school district buildings, the repayment of a qualified zone academy bond issued for a qualified capital purpose, modifications for life safety code violations, life safety hazards, and mold abatement and prevention projects for existing facilities only. General Fund expenditures for the purpose of this fund are not allowable. Qualified Zone Academy Bonds, Qualified School Construction Bonds, and Build America Bonds are included in the Qualified Capital Purpose Undertaking Fund if issued prior to April 19, 2016. Effective April 19, 2016, the tax levy for this fund is restricted to 3¢. The tax levy for Qualified Capital Purpose Undertaking projects in place prior to April 19, 2016, remains at 5.2¢. The levy may exceed the 3¢ levy limit if valuation has decreased from the last year bonds were issued, and the bond principal and interest obligation cannot be met. Tax levies for the removal of environmental hazards, the reduction or elimination of accessibility barriers in school district buildings, the repayment of a qualified zone academy bond issued for a qualified capital purpose, modifications for life safety code violations, and mold abatement and prevention projects cannot exceed ten years for each project. Tax levies for each qualified capital purpose for which the Qualified Zone Academy Bond (QZAB) is issued according to (§79-10,110 R.R.S.) cannot exceed fifteen years.

I am working to zero this out

# Building Fund

- A Special Building Fund shall be established when a school board decides to acquire or improve sites and/or to erect, alter or improve buildings. The sale of bonds, the sale of property, or tax receipts will be the primary sources of revenue for the Special Building Fund. Regardless of the source of money to be used for building construction and related costs, all income for the purposes of this fund shall be accountable through this fund. General Fund expenditures for the purpose of this fund are not allowable. Special Building Fund accounting provides a more effective means of identifying those expenditures associated with construction activities and provides a complete and consolidated record of all costs of the building program at the conclusion of a project(s). If more than one Special Building Fund project is active at the same time, separate accounts for each project may be established within the single Special Building Fund. Teacherage-related transactions are included in the Special Building Fund. The tax levy for this fund is restricted to 14¢ with local board approval or 17.5¢ following a vote of the people for a term not to exceed ten years (§79-1098 R.R.S.).

# Property Tax Request Authority

Legislation limits the property tax request total that can be generated from the general fund and the special building fund.

## Proposed Budget

2025-26 Authority	\$ 9,870,518
Additional Base Growth with BOE Approval	\$ 760,443
Total:	\$10,630,961

Proposed Property Tax Request – Non Bond Purposes	\$ 9,662,532
Amount of Authority Not Being Used-	\$ 207,582
Amount of Additional Authority Not Being Accessed	\$ 968,025

# Budget and Resources

	2025 – 2026 Budget	2024– 2024 Budget	Difference
General	14,176,100 (1,268,197) Cash Reserves	13,895,088 (750,000) Cash Reserves	+281012
Building	4,106,859	3,925,115	+181744
Depreciation	1,996,685	2,736,233	-739548
QCPUF	2,121	4,053	-1932
Bond	1,149,902	1,370,800	+ 220,898
School Nutrition	613,000	600,000	+ 13,000
Activities	867,946	995,876	- 127,930
Student Fees	38,636	41,653	- 3,017
Overall	24,781,405	23,908,108	+873,297

# Tax Ask Yearly Comparison

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
General Fund	6,831,825	7,500,000	7,505,208	7,212,422	7,121,000	8,049,417	9,117,481
Special Building Fund	477,483	393,800	492,360	612,588	660,000	1,200,000	505,051
Bond Fund	601,274	430,000	698,135	648,174	714,280	322,920	505,051
Total Tax Ask	7,910,585	8,323,804	8,695,703	8,473,184	8,495,280	9,572,337	10,127,583

# Levy History

	General Fund	Building Fund	QCPF	Bond Fund	Total Levy
2025-26	.7563	.0419	0.00	.0419	.840048
2024-2025	.7797	.1162	0.00	.0312	.9271
2023-2024	.8590	.8860	0.00	.0708	1.0158
2022-2023	.9621	.0804	0.00	.0862	1.1287
2021-2022	.9858	.0861	0.00	.0865	1.1584
2020-2021	.9853	.0635	0.00	.0828	1.1316
2019-2020	.9789	.0699	0.00	.0853	1.1341

5. Receive Public Input
6. Adjournment - Close the Budget and Task Ask Hearing
7. Call To Order Regular Meeting
8. District Mission Statement  
*The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual to be a responsible citizen in an ever-changing society.*
9. Consent Agenda
  - 9.1. Minutes of August 13, 2025 Meeting and August 27, 2025 Workshop Minutes

## **Raymond Central Public Schools (District 0161) Board of Education Regular Meeting**

Wednesday, August 13, 2025 at 6:00 PM

Raymond Central Jr-Sr High School - Mustang Room

1800 West Agnew Road

Raymond, NE 68428-9783

**Present:** Mary Benes, Bernadette Brase, Cathy Burklund, Larry Heyen, Bill Lange, Derek Matulka. Also in attendance were: Bryon Hanson, Superintendent; Troy Lurz, High School Principal; Tony Kobza, Asst Principal/Activities Director; Abby Horbach, Asst Principal; Steve Rose, Elementary Principal at Valparaiso; Deb Kruse, Elementary Principal at Ceresco; and Amanda Coufal, SpEd Director. **Absent:** Larry Heyen.

### Call to Order and Pledge of Allegiance

President Burklund called the meeting to order at 6:00 PM and the Pledge of Allegiance was said.

### Nebraska Open Meetings Law

The audience was reminded that the Nebraska Open Meetings Law would be followed.

### Swear in New Board Member

Bernadette Brase recited the Oath of Office and was sworn in as a new Board member.

### Motion to Excuse Board Member's Absence

Motion by Matulka, second by Lange to excuse the absence of Larry Heyen. RCV 5-0. Motion carried.

### District Mission Statement

*The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual to be a responsible citizen in an ever-changing society.*

### Consent Agenda

Motion by Matulka, second by Lange to approve the consent agenda as presented including the regular meeting minutes of July 16, 2025; July financial statement; monthly bills; substitute teachers-Britany Shaw, Dana Singaas, Grace Van Metre and Claire Wiegert. RCV 5-0. Motion carried.

### Minutes of July 16, 2025 Meeting

#### Financial Statement/Report

#### Monthly Bills

#### Policy Review

#### Certificated Staff Hire(s)/Reassignment(s)/Resignation(s)

#### Correspondence/Recognition

#### Public Forum

#### Reports

#### Administrative Reports

### **Submitted by Troy Lurz, Jr-Sr High School Principal**

**Summer Work:** I would like to once again thank Jared and the maintenance crew for their efforts to get our school ready for us. They have been nothing short of miraculous. Stop by and see the Science Lab or the Library, or the old computer lab for quick examples. This work was happening all over this district. Once again, we are lucky to have such a dedicated, organized, and hardworking crew.

**Staffing:** We have a great staff in place as we open the doors for the 2025-26 school year. We have the right people in the right places to make this an epic school year. Thank you to the Raymond Central Board of Education for allowing the administration to make informed decisions on the best fits for our buildings. We have been able to recruit and secure a phenomenal group of individuals this year to help us grow.

**Achievement Scores and Testing:** We will be using achievement scores more and more often as we work with our staff this year. As I reported in July, we also continue to look through our data as an administrative team and will be working with the staff this fall to discuss our strengths and opportunities. This will be an area of focus this school year. An additional reminder that *student achievement scores are tethered to our district strategic goals, were and will continue to be linked to the high school growth goal, as well as administrative goals.*

**Handbook Revisions (Repeat):** We are completed with our revisions of the handbooks for this year. Major points for consideration were the discipline matrix addition and the cell phone policy. These have been a point of emphasis during our open house/orientation conversations with students and our staff development time with our staff. Although they certainly are not the only items to be considered, they are predictably the ones that will likely receive the most traffic and interest in the coming weeks.

**Counseling/ACT/Senior Experience/Scholarships (Tasha/Celia):** Apply to College Day with EducationQuest September 24; PSAT October 7; ASVAB November 12; Junior Job Shadow Day November 20; Mini College/Career/Military Fair dates September 24, October 22, November 19, February 4, March 11 - We would love to have local businesses come set up a booth for our career fairs. Please spread the word and have people contact [tasha.osten@rcentral.org](mailto:tasha.osten@rcentral.org).

**FBLA:** We will have our first meeting on August 18. The Fall Craft Fair is scheduled for October 18.

**Assistant Principal/Ms:Horbach:** We are actively working with the elementary school to streamline our Multi-Tiered System of Supports (MTSS) process, ensuring that every student receives individualized support based on their needs. This is an extensive process that will require time, collaboration, and consistency, but we believe it will greatly enhance our ability to meet students where they are and help them succeed academically, socially, and emotionally.

In addition, at the junior/senior high school, I want to focus on building a positive and engaging school culture. We are looking at partnering with the Social Committee to establish a *Culture Team* dedicated to planning monthly activities, fun games, and gestures of appreciation for staff. These efforts are designed to foster connection, boost morale, and create an environment where both students and staff feel valued and supported. I am looking forward to seeing the positive impact these initiatives will bring to our school community.

**Open House** at the Jr-Sr High School was August 5-6. We also held the 6th grade and 9th orientation at 6:30 PM separately on those evenings. Everything seemed to go smoothly and we are primed and ready to get our students started on the right foot this year. Laura and Markie did a phenomenal job of getting everything organized. Mr. Placke was available for technology issues, questions, and concerns, while Mrs. Newman and Mrs. Osten handled the schedules. As always, the intention is to set the stage for the upcoming school year and help facilitate student and family questions before we start up. I believe our efforts with these events helped accomplish that. See you in the halls, at the school events, and out and about. Go Mustangs!

**Fall Professional Development:** We were intentional about focusing our energies on preparations for the school year. We were able to afford additional time to the teachers in preparation for the arrival of their students and I believe that has been appreciated. August 8 was highlighted with another session of professional learning model. Our focus on Student Goal Setting continues to leverage earlier work accomplished last year as we established our purpose with Learning Targets and Success Criteria. This

layered approach and rollout as designed by the Professional Learning Team being organized by Deb Kruse is working well. Our next session will be on October 10 where we begin to Focus on New Learning.

### **Submitted by Tony Kobza, Asst Jr-Sr High School Principal/Athletic Director**

#### **Facilities**

We have a Cross Country Course mapped and mowed on the field South of the school. This will allow our students to practice here with a goal that we host a cross country meet at the school in the 2026 school year.

Outdoor Concessions has added a Blackstone Grill to help provide a safer and more efficient grilling process for football games and track meets.

#### **Athletics**

High School Fall Sports begin on Monday, August 11 for Cross Country, Football, Softball and Volleyball. Junior High Sports will begin at a later date once signup is complete.

#### **Activities**

FBLA - Marissa Jensen placed 7th at the National FBLA Convention this Summer.

Band - Participated in multiple parades and will attend the State Fair later in August.

### **Submitted by Elementary Principals Steve Rose and Deb Kruse**

As we launch into a new school year, the K-5 administrative team is proud to share the tremendous effort and energy that has gone into preparing our buildings, staff, and students for a successful start. The summer months were anything but quiet--our teachers and staff were deeply engaged in meaningful work to ensure that every child walks into a classroom that is welcoming, well-prepared, and ready to inspire learning.

**Teacher Preparation and Professional Development - Our dedicated teachers spent countless hours this summer setting up their classrooms with care and intention. From organizing materials to designing engaging learning environments, their commitment to creating spaces that support student success was evident in every detail.**

In addition to classroom setup, many teachers participated in a wide range of professional development opportunities. These included district-led sessions, state-level workshops, and self-directed learning focused on curriculum, instructional strategies, and student engagement. Their investment in continuous growth reflects a deep commitment to excellence and innovation in teaching.

**Administrative Leadership and Statewide Collaboration - Our administrative team also remained active throughout the summer, attending Administrator Days to stay informed on statewide educational initiatives, legislative updates, and best practices in school leadership. These sessions provided valuable insights that will guide our decision-making and support our staff throughout the year.**

**Welcoming New Staff and Strengthening Instructional Practices - We were thrilled to welcome new teachers to our district through a comprehensive onboarding process. Our training sessions introduced them to our instructional model, school culture, and support systems, ensuring a smooth transition into their roles.**

Additionally, we delivered targeted professional development to all staff focused on our instructional framework. These sessions reinforced our shared vision for high-quality teaching and learning, and helped align practices across classrooms and grade levels.

**Open House Success and Community Excitement - Both elementary buildings hosted highly successful open house events prior to the first day of school. The turnout was outstanding, with families and students eager to reconnect, meet their teachers, and explore their classrooms. The**

energy and enthusiasm from parents and students alike reaffirmed the strong partnership between home and school, and set a joyful tone for the year ahead.

We are incredibly proud of the work that has been done and grateful for the dedication of our staff. The foundation laid this summer positions us for a year filled with growth, achievement, and meaningful learning experiences for every student.

**Upcoming Dates:**

- FastBridge Testing 8.18
- Benchmark Protocol Meetings 8.26 (Cer) and 8.27 (Val)
- NWEA MAP Assessments (3-5) 9.2-9.12

**Submitted by Amanda Coufal, Director of Special Education**

**Extended School Year Services (ESY):**

- During the summer, eleven students, ranging from PK to 12th grade, participated in ESY services. Special education teachers and related service providers helped students with transitioning from summer back into the school environment. The focus was on ensuring that students retained the information and skills they had learned during the previous school year.

**New special education staff that are joining our RC Family:**

- We are very fortunate to have new faces joining our RC family.
  - Kate Jones - HS Special Education Teacher
  - Amanda Smith - PK & 6-12th Speech Language Pathologist
  - Mary Beth Hornung - PK3 paraeducator
  - Kathy Fredrickson - Ceresco paraeducator
  - Kaycee Lile - Valparaiso paraeducator
  - Amanda Collman - Valparaiso paraeducator

**Special Education Numbers:**

- We currently serve 117 students with IEPs, and we are excited to welcome six new students to our school community. Our case managers and paraeducators are eager to begin providing services and support to the students on their caseloads, helping ensure each one has a successful and rewarding year.

Superintendent's Report

Superintendent Hanson reported on the start of school, Rule 10 checklist and Open Houses. He will host a Grade Alike Presentation/Listening Session at Ceresco on August 19 and Valparaiso on August 20.

Classified Staff Hire(s)/Reassignment(s)/Resignation(s)

Classified staff resignation: Elayna Furasek-Paraeducator. New hires: Amanda Collman-Paraeducator; Mary Hornung-Preschool Paraeducator; and Cathy Metcalf-Jr/Sr High Assistant Cook.

NASB Monthly Update

NRCSA Monthly Report

Update on Superintendent Goals

Safety Report

## Facilities Report

General maintenance has been done at all three sites and they look great. Major projects completed over the summer were: heat pumps and carpet at Valparaiso; and the office space in the Library, Science Room lab stations, and concrete work on entryway steps at the high school.

### Important Upcoming Dates

August 19 - Grade Alike Presentation at Ceresco  
August 20 - Grade Alike Presentation at Valparaiso  
August 27 - Budget Workshop- End of Year Closeout  
September 10 - Levy and Budget Hearings and Board Meeting  
September 24 - NASB Area Meeting in Fremont

### Board Committee Reports

Curriculum & American Civics Committee (Burklund-chair, Lange, Matulka)

Facilities & Transportation Committee (Matulka-chair, Burklund, Lange)

Finance Committee (Burklund-chair, Heyen, Lange)

Negotiations Committee (Benes-chair, Heyen, Matulka)

Policy Committee (Benes-chair, Heyen, Brase)

### Old Business

#### New Business

10.1. Discuss, Consider, and take Necessary action for the approval of the additional property tax authority of 6%, which is afforded as a consideration through legislation.

Motion by Matulka, second by Benes to approve the additional property tax authority of 6% which is afforded as a consideration through legislation. RCV 5-0. Motion carried.

### Next Regular Board Meeting

The next regular Board of Education Meeting will be held Wednesday, September 10, 2025.

### Adjournment

Motion by Matulka, second by Benes to adjourn the meeting at 6:16 PM. RCV 5-0. Motion carried.

## **Raymond Central Public Schools (District 0161) Board of Education Workshop**

Wednesday, August 27, 2025 at 6:00 PM

Raymond Central Jr-Sr High School - Mustang Room

1800 West Agnew Road

Raymond, NE 68428-9783

**Present:** Bernadette Brase, Cathy Burklund, Larry Heyen, Bill Lange, Derek Matulka, **Absent:** Mary Benes.  
Also in attendance was Bryon Hanson, Superintendent.

### Call to Order and Pledge of Allegiance

President Burklund called the Public Budget Workshop/Meeting to order at 6:00 PM.

### Motion to Excuse Board Member's Absence

Motion by Heyen, second by Lange to excuse the absence of Mary Benes. RCV 5-0. Motion carried.

### Open Meeting Law

All were reminded that Open Meeting Laws would be followed.

### Public Forum

### Consent Agenda

### Financial Statement/Report

### Monthly Bills

### Discussion Items

### Superintendent's Report

Information regarding the proposed 2025-2026 budget and necessary tax request was discussed.  
There was no public input.

### New Business

Discuss, Consider, and take Necessary action for the approval of payment to ALICAP for district insurance.

Motion by Matulka, second by Heyen to approve the 2025-2026 ALICAP renewal at a cost of \$151,102.00. RCV 5-0. Motion carried.

Discuss, Consider, and take Necessary action for the approval of a transfer to the Hot Lunch Program

Motion by Matulka, second by Brase to approve the transfer of \$150,000.00 from the General Fund to the Hot Lunch Fund. RCV 5-0. Motion carried.

Discuss, Consider, and take Necessary action for the approval of a transfer to the Depreciation Fund.

Not necessary. No action taken.

Discuss, Consider, and take Necessary action for the approval of a transfer to the Employee Benefit Fund.

Not necessary. No action taken.

### Adjournment

Motion by Matulka, second by Lange to adjourn the meeting at 7:05 PM. RCV 5-0. Motion carried.

## 9.2. Financial Statement/Report



**Raymond Central Public Schools**  
**General Fund Comparison to Previous Year**  
**August 2025**

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	8/1/2025 8/31/2025	8/1/2024 8/31/2024
Balance - Beginning of Month	\$3,935,024.74	\$3,125,636.79
Receipts	\$957,305.14	\$1,361,527.65
Interest Earned	\$7,193.91	\$6,476.23
Disbursements	<u>-\$1,239,631.39</u>	<u>-\$1,892,029.58</u>
Certificate of Deposit	<u>\$1,046,829.13</u>	<u>\$1,000,000.00</u>
Balance - End of Month	\$4,706,721.53	\$3,601,611.09



## Raymond Central Public Schools General Fund Receipts August 2025

### LANCASTER COUNTY TREASURER

TAXES	\$739,473.75
MOTOR VEHICLE TAXES	\$23,078.86
FINES & FEES	\$5,766.48
HOMESTEAD EXEMPTION	\$26,163.81
PERSONAL PROPERTY TAX	\$38,574.23
IN LIEU - PARKS	\$1,395.00

### SAUNDERS COUNTY TREASURER

TAXES	\$24,301.76
PUBLIC POWER 5% GROSS REV TAX	\$3,666.35
MOTOR VEHICLE TAXES	\$21,824.89
FINES & FEES	\$1,865.67
HOMESTEAD EXEMPTION	\$19,564.89
TUITION TRANSFER	\$13.78

### SEWARD COUNTY TREASURER

TAXES	\$1,177.09
MOTOR VEHICLE TAXES	\$772.05
FINES & FEES	\$46.00
HOMESTEAD EXEMPTION	\$60.32

### BUTLER COUNTY TREASURER

FINES & FEES	\$7.29
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### STATE OF NEBRASKA

MEDICAID IN PUBLIC SCHOOLS	\$7,428.29
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### PRE K TUITION

PRE K TUITION	\$2,850.00
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### NON-REVENUE RECEIPTS

KLIMENT RECYLING	\$132.00
JONES BANK PAY ROLL DEPOSIT	\$494.21

### RCPS HOT LUNCH FUND

JULY PAYROLL EXPENSES	\$19,684.64
AUGUST PAYROLL EXPENSES	\$18,963.78

### JONES BANK

GENERAL FUND INTEREST JUNE	\$7,193.91
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### TOTAL

\$964,499.05



# Raymond Central Public Schools

## Financial Report 8-31-25

### GENERAL FUND

Purpose: Pays day to day expenses for District

Funded by: Local Taxes, State/Fed Reimb. for SPED, State Aid, Title 1, other misc. grants

For RC: Salaries, benefits, educ expenses, technology, building and grounds maintenance, transportation

Cash Balance -August 1, 2025	\$3,935,024.74
August Receipts	\$964,499.05
August Disbursements	<u>-\$1,239,631.39</u>
Cash Balance - August 31, 2025	\$3,659,892.40
Certificate of Deposit	<u>\$1,046,829.13</u>
Combined Balance - August 31, 2025	\$4,706,721.53

### LUNCH FUND

Purpose: Pays all expenses for Hot Lunch program including kitchen payroll.

Funded by: Parent/Student/Staff payments for meals and State/Fed Reimb. for meals served.

For RC: Salaries, benefits for HL staff, food, milk, supplies, equipment, repairs associated with HL program.

Note: On 8/2024, the General Fund transferred \$100,000.00 to the HL account. No transfers out of HL Fund.

Cash Balance -August 1, 2025	\$66,459.50
August Receipts	\$202,661.44
August Disbursements	<u>-\$39,324.30</u>
Cash Balance - August 31, 2025	\$229,796.64

### BUILDING/SINKING FUND

Purpose: To acquire new sites, improve existing buildings, all new building/construction expenses.

Funded by: Local Taxes, sale of property.

For RC: Previously used for HVAC projects, new propane tank HS, pays property taxes on farmland south of HS.

Used for new additions/construction.

Cash Balance -August 1, 2025	\$2,394,231.93
August Receipts	\$131,588.43
August Disbursements	<u>-\$77,741.80</u>
Cash Balance - August 31, 2025	\$2,448,078.56
Certificate of Deposit	<u>\$1,108,715.16</u>
Combined Balance - August 31, 2025	\$3,556,793.72

### HIGH SCHOOL BOND FUND

Purpose: Pay principal/interest on loans for new construction and additions.

Funded by: Local Taxes through a bond.

For RC: Used to pay interest/principal payts on 2009 HS Bond

Cash Balance -August 1, 2025	\$631,287.53
August Receipts	\$48,462.73
August Disbursements	<u>\$0.00</u>
Cash Balance - August 31, 2025	\$679,750.26

## DEPRECIATION FUND

Purpose: Pays to 'replace' not add. Fixing a roof, replacing a bus, upgrading systems.

Funded by: General Fund (GF) transfers at YE only with specific purpose identified.

For RC: In 8/2024, \$500,000.00 was transferred from the GF budget that was planned but not spent. This transfer was earmarked for a bus purchase, technology and updates needed for school buildings.

Cash Balance -August 1, 2025	\$207,312.31
August Receipts	\$275.18
August Disbursements	<u>-\$14,348.00</u>
Cash Balance - August 31, 2025	\$193,239.49
Certificate of Deposit	<u>\$1,758,562.80</u>
Combined Balance - August 31, 2025	\$1,951,802.29

## QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Purpose: Pays for removal of environmental hazards (mold, asbestos) and reduction/removal of accessibility barriers in school buildings.

Funded by: Local taxes via tax levy.

For RC: Used for asbestos removal at Val and HS 2025.

Cash Balance -August 1, 2025	\$2,113.06
August Receipts	\$0.50
August Disbursements	<u>\$0.00</u>
Cash Balance - August 31, 2025	\$2,113.56

## EMPLOYEE BENEFIT FUND - UNEMPLOYMENT

Purpose: Part of the General Fund. Can be used to pay unemployment, benefits, early retirement

Funded by: General Fund transfers at YE only with specific purpose identified.

For RC: In 8/2024 \$100,000.00 was transferred from the GF earmarked to pay Admin Benefit costs .

Cash Balance -August 1, 2025	\$102,696.82
August Receipts	\$61.20
August Disbursements	<u>\$0.00</u>
Cash Balance - August 31, 2025	\$102,758.02
Certificate of Deposit	<u>\$271,172.10</u>
Combined Balance - August 31, 2025	\$373,930.12

AUGUST 2025	Percent of Year Completed		100.00%			
2024-2025 RECEIPTS		M-T-D	Y-T-D	Y-T-D	Y-T-D	Y-T-D
	ANTICIPATED	RECEIVED	RECEIVED	RECEIVED	% Received	% Received
ACCOUNT	2024-2025	2024-2025	2024-2025	2023-2024	2024-2025	2023-2024
Property Taxes	\$8,049,417.00	\$766,347.60	\$5,422,134.06	\$7,218,592.61	67.36%	88.94%
Motor Vehicle Tax	\$550,000.00	\$45,675.80	\$555,911.72	\$584,280.02	101.07%	117.09%
Public Power Tax (5% Gross)	\$33,000.00	\$3,666.35	\$12,076.04	\$42,742.06	36.59%	109.60%
Carline Taxes	\$2,500.00	\$0.00	\$2,393.71	\$2,751.51	95.75%	108.76%
Other Tuition	\$0.00	\$13.78	\$13.78	\$13.78	0.00%	0.00%
Interest	\$30,000.00	\$7,193.91	\$68,087.61	\$81,850.50	226.96%	1023.13%
Local License Fees	\$500.00	\$0.00	\$300.00	\$1,770.00	60.00%	45.38%
Other Local Receipts(Pre-K)	\$20,000.00	\$2,850.00	\$30,655.00	\$18,310.72	153.28%	152.59%
Fines & License Fees	\$40,000.00	\$7,685.44	\$61,461.98	\$48,473.73	153.65%	186.44%
ESU Receipts	\$2,900.00	\$0.00	\$5,102.13	\$7,675.40	175.94%	105.14%
State Aid	\$1,237,141.00	\$0.00	\$1,237,141.00	\$1,219,596.00	100.00%	100.46%
Special Education	\$1,140,000.00	\$0.00	\$1,027,398.00	\$1,139,193.00	90.12%	117.15%
Special Educ. Transportation	\$55,000.00	\$0.00	\$102,044.00	\$52,927.00	185.53%	252.03%
Homestead Exemption	\$0.00	\$45,789.02	\$274,734.12	\$253,687.71	0.00%	0.00%
High Ability Learners	\$5,500.00	\$0.00	\$4,750.00	\$5,622.00	86.36%	102.22%
Pro-Rate Motor Vehicles	\$17,000.00	\$0.00	\$15,538.28	\$18,296.88	91.40%	96.30%
State Apportionment	\$0.00	\$0.00	\$308,385.92	\$150,715.01	0.00%	146.33%
Relief to Property Tax Payers	\$0.00	\$0.00	\$2,671,367.90	\$495,361.90	0.00%	0.00%
Other State Receipts/CTE	\$15,000.00	\$0.00	\$6,832.00	\$37,311.00	45.55%	162.22%
Personal Property Tax Credit	\$0.00	\$38,574.23	\$113,920.75	\$230,699.77	0.00%	100.00%
Title I /II Funds	\$75,000.00	\$0.00	\$59,632.00	\$77,052.00	79.51%	157.25%
Other Federal Receipts	\$0.00	\$0.00	\$0.00	\$35,364.14	0.00%	0.00%
SPED IDEA Grant PreK	\$137,000.00	\$0.00	\$149,075.00	\$140,366.00	108.81%	113.20%
Private Grants-College Access	\$3,500.00	\$0.00	\$0.00	\$6,063.39	0.00%	100.00%
Carl Perkins	\$3,000.00	\$0.00	\$6,399.24	\$7,685.96	213.31%	30743.84%
Other Non-Revenue Receipts	\$2,000.00	\$626.21	\$14,925.19	\$37,328.04	746.26%	100.00%
Ag Land,Personal Prop Credit	\$0.00	\$0.00	\$181,267.19	\$64,538.09	0.00%	100.00%
ESSER (COVID-19) Funds	\$0.00	\$0.00	\$359.00	\$0.00	0.00%	0.00%
Sale of Property	\$3,000.00	\$0.00	\$526.25	\$6,181.00	17.54%	206.03%
MIPS-Medicaid-Public Schools	\$40,000.00	\$7,428.29	\$36,037.69	\$50,252.16	90.09%	564.63%
TransferOther Fund/ Imprest	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Insurance Adjustments	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	100.00%
<b>TOTAL</b>	<b>\$11,461,458.00</b>	<b>\$925,850.63</b>	<b>\$12,368,469.56</b>	<b>\$12,034,701.38</b>	<b>107.91%</b>	<b>106.86%</b>
<b>2024-2025 DISBUREMENTS</b>		<b>M-T-D</b>	<b>Y-T-D</b>	<b>Y-T-D</b>	<b>Y-T-D</b>	<b>Y-T-D</b>
	<b>BUDGET</b>	<b>DISBURSED</b>	<b>DISBURSED</b>	<b>DISBURSED</b>	<b>% Disbursed</b>	<b>% Disbursed</b>
<b>CATEGORY</b>	<b>2024-2025</b>	<b>2024-2025</b>	<b>2024-2025</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2023-2024</b>
Instructional Services	\$5,900,000.00	\$406,010.69	\$4,894,345.21	\$4,298,708.36	82.96%	81.34%
Special Education	\$2,450,000.00	\$145,458.98	\$2,031,152.63	\$1,839,768.06	82.90%	91.19%
Guidance	\$200,000.00	\$20,584.12	\$248,637.56	\$316,643.65	124.32%	138.94%
School Health Nurse	\$116,000.00	\$9,313.66	\$112,506.97	\$100,187.52	96.99%	88.86%
Safety & Security	\$52,151.00	\$0.00	\$39,743.23	\$31,955.73	76.21%	61.28%
Activities	\$90,000.00	\$22,606.39	\$186,773.08	\$116,458.03	207.53%	122.56%
Media, Technology	\$800,000.00	\$53,911.15	\$615,174.53	\$533,985.84	76.90%	75.20%
Gen.Admin (Supt/BOE/Legal)	\$430,000.00	\$27,390.44	\$330,727.90	\$333,238.55	76.91%	77.71%
School Admin (Principals)	\$860,000.00	\$82,692.88	\$967,420.67	\$665,643.81	112.49%	87.34%
Business	\$350,000.00	\$11,439.29	\$166,315.10	\$134,995.21	47.52%	41.85%
Operation of Plant	\$635,000.00	\$223,953.77	\$927,066.22	\$591,706.61	145.99%	74.95%
Maintenance of Plant	\$550,808.00	\$37,991.31	\$599,563.57	\$378,600.45	108.85%	73.16%
Pupil Transportation	\$421,129.00	\$21,631.83	\$537,250.22	\$654,437.06	127.57%	121.97%
Fed. Grants (Title,Perkins)	\$290,000.00	\$7,188.89	\$97,141.45	\$83,217.78	33.50%	64.03%
Transfers	\$0.00	\$150,000.00	\$250,000.00	\$0.00	0.00%	0.00%
<b>TOTAL</b>	<b>\$13,145,088.00</b>	<b>\$1,220,173.40</b>	<b>\$12,003,818.34</b>	<b>\$10,079,546.66</b>	<b>91.32%</b>	<b>84.08%</b>



**Raymond Central Public Schools**  
**Student Activities Fund Balances August 2025**

<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Balance</u>
Annual	\$10,463.86	\$5,500.00	\$0.00	\$15,963.86
AP Funds	\$56,782.61	\$0.00	\$791.88	\$55,990.73
APEX	\$119.05	\$0.00	\$0.00	\$119.05
ART CLUB	\$596.79	\$0.00	\$0.00	\$596.79
Athletics	\$96,227.89	\$16,159.00	\$11,882.57	\$100,504.32
Band	\$73.15	\$0.00	\$680.55	(\$607.40)
Band Trip	\$10,669.76	\$0.00	\$0.00	\$10,669.76
Baseball	(\$119.41)	\$0.00	\$0.00	(\$119.41)
Boys BB	\$2,002.90	\$0.00	\$0.00	\$2,002.90
Ceresco Pop	\$99.86	\$0.00	\$0.00	\$99.86
Cheerleaders	\$5,620.93	\$487.08	\$0.00	\$6,108.01
Choir	\$13,298.72	\$0.00	\$0.00	\$13,298.72
Class 2025	\$651.50	\$0.00	\$0.00	\$651.50
Class 2028	\$4,850.81	\$0.00	\$0.00	\$4,850.81
Class 2029 Field Trip Funds C	\$3,006.38	\$0.00	\$0.00	\$3,006.38
Class 2030 Field Trip Funds C	\$3,245.11	\$0.00	\$0.00	\$3,245.11
Class 2031	\$6,769.42	\$0.00	\$0.00	\$6,769.42
Class 2031 Field Trip Funds V	\$0.00	\$0.00	\$0.00	\$0.00
Class 2032 Field Trip Funds C	\$2,984.12	\$0.00	\$0.00	\$2,984.12
Class 2032 Field Trip Funds V	\$2,791.43	\$0.00	\$0.00	\$2,791.43
Class 2033 Field Trip Funds C	\$1,816.18	\$0.00	\$0.00	\$1,816.18
Class 2033 Field Trip Funds 2033	\$1,896.95	\$0.00	\$0.00	\$1,896.95
Class 2035 Cer	\$556.85	\$0.00	\$0.00	\$556.85
Class 2035 Val	\$1,684.09	\$0.00	\$0.00	\$1,684.09
Class 2036 C	\$287.63	\$0.00	\$0.00	\$287.63
Class 2036 Val	\$454.72	\$0.00	\$0.00	\$454.72
Class 2037 C	\$324.25	\$0.00	\$0.00	\$324.25
Class 3037 V	\$390.84	\$0.00	\$0.00	\$390.84
Class of 2026	\$989.66	\$0.00	\$0.00	\$989.66
Class of 2027	\$4,079.55	\$0.00	\$0.00	\$4,079.55
Class of 2034 Ceresco	\$1,394.10	\$0.00	\$0.00	\$1,394.10
Class of 2034 V	\$1,303.17	\$0.00	\$0.00	\$1,303.17
College Access Grant	\$4,329.20	\$0.00	\$0.00	\$4,329.20
Cross Country	\$1,679.96	\$1,289.94	\$0.00	\$2,969.90
Culinary Snack Cart	\$1,639.50	\$0.00	\$0.00	\$1,639.50
Dance	\$99.16	\$102.75	\$604.20	(\$402.29)
DI	\$4,614.68	\$0.00	\$0.00	\$4,614.68
Elem Fundraising	\$55,503.70	\$0.00	\$0.00	\$55,503.70
Elem Pictures/Yearbook	\$3,935.38	\$0.00	\$0.00	\$3,935.38
Elem Student Council	\$483.85	\$0.00	\$0.00	\$483.85
Elem. Book Fair	\$8,499.44	\$0.00	\$0.00	\$8,499.44
FBLA Act	(\$3,274.52)	\$1,772.50	\$250.61	(\$1,752.63)
FFA Act	\$17,233.58	\$985.00	\$0.00	\$18,218.58
Fines	\$807.31	\$0.00	\$0.00	\$807.31
Football	\$2,768.49	\$0.00	\$761.50	\$2,006.99
Girls BB	\$1,259.39	\$0.00	\$0.00	\$1,259.39

<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Balance</u>
Girls Wrestling	\$433.57	\$0.00	\$0.00	\$433.57
Golf Activity	\$1,068.91	\$0.00	\$0.00	\$1,068.91
HAL	\$59.66	\$0.00	\$0.00	\$59.66
HS Caring Shelves	\$2,883.10	\$0.00	\$0.00	\$2,883.10
HS Pop	\$1,885.06	\$190.00	\$0.00	\$2,075.06
HS Quiz Bowl	\$199.63	\$0.00	\$0.00	\$199.63
JH Boys BB	\$128.71	\$0.00	\$0.00	\$128.71
JH Boys Wrestling	(\$171.25)	\$0.00	\$0.00	(\$171.25)
JH Football	\$515.69	\$0.00	\$0.00	\$515.69
JH Girls BB	\$1,685.20	\$0.00	\$0.00	\$1,685.20
JH Speech	\$2,694.30	\$0.00	\$175.00	\$2,519.30
JH Student Council	\$1,363.05	\$0.00	\$0.00	\$1,363.05
JH Track	\$2,508.56	\$0.00	\$0.00	\$2,508.56
JH Volleyball	\$1,339.13	\$0.00	\$0.00	\$1,339.13
JR Achievements	\$629.57	\$0.00	\$0.00	\$629.57
Library	\$2,171.77	\$0.00	\$0.00	\$2,171.77
Life Skills	\$2.41	\$0.00	\$0.00	\$2.41
Mock Trial	\$380.96	\$0.00	\$0.00	\$380.96
National Honor Society	\$38.16	\$0.00	\$0.00	\$38.16
One Act	\$2,478.41	\$40.00	\$657.75	\$1,860.66
Professional Development	\$14,988.29	\$0.00	\$4,826.70	\$10,161.59
PTO	\$0.00	\$0.00	\$634.25	(\$634.25)
RC Backpack	\$20,670.97	\$182.98	\$0.00	\$20,853.95
RC Blue Crew	\$42.73	\$0.00	\$0.00	\$42.73
RC Concessions	\$31,666.63	\$0.00	\$6,525.55	\$25,141.08
RC Foundation	\$24.00	\$0.00	\$0.00	\$24.00
Restitution	\$190.00	\$0.00	\$0.00	\$190.00
Score Vision	\$15,384.93	\$0.00	\$0.00	\$15,384.93
Service Fees (Activity Acct)	\$13,960.41	\$480.75	\$0.00	\$14,441.16
Skills USA	\$330.99	\$0.00	\$0.00	\$330.99
Social Justice	\$194.12	\$0.00	\$0.00	\$194.12
Softball	\$3,586.12	\$153.00	\$0.00	\$3,739.12
Spanish Club	\$2,147.15	\$921.06	\$1,847.28	\$1,220.93
Speech	\$11,916.31	\$200.00	\$349.00	\$11,767.31
Spring Musical	\$3,455.33	\$0.00	\$0.00	\$3,455.33
'Stang Gang Student Section	\$0.00	\$0.00	\$0.00	\$0.00
Student Council	\$9,169.29	\$0.00	\$0.00	\$9,169.29
Student Pop	\$1,818.48	\$0.00	\$0.00	\$1,818.48
Testing	\$4,688.23	\$0.00	\$0.00	\$4,688.23
Track	\$1,384.70	\$0.00	\$0.00	\$1,384.70
TShirt Press Acct	(\$541.64)	\$50.00	\$0.00	(\$491.64)
Unified Team	\$614.00	\$0.00	\$0.00	\$614.00
Val Pop	\$30.36	\$0.00	\$0.00	\$30.36
VolleyBall	\$11,717.37	\$850.00	\$3,313.05	\$9,254.32
Weight Room	\$4,050.00	\$0.00	\$0.00	\$4,050.00
Wrestling	\$1,111.14	\$0.00	\$0.00	\$1,111.14



**Raymond Central Public Schools**  
**Student Fees Fund Balances August 2025**

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Expenses</u>	<u>Balance</u>
Activity Pass	\$1.00	\$8,460.00	\$0.00	\$8,461.00
Ag-Ed Labs	\$2,002.13	\$75.00	\$0.00	\$2,077.13
Art Class	\$899.43	\$400.00	\$0.00	\$1,299.43
Chromebooks	(\$80.00)	\$5,520.00	\$0.00	\$5,440.00
FBLA	\$0.00	\$0.00	\$0.00	\$0.00
Foods Class	\$605.43	\$100.00	\$0.00	\$705.43
Service Fees (Student Fees)	\$651.72	\$144.65	\$184.94	\$611.43
Skills USA	\$1,010.33	\$0.00	\$0.00	\$1,010.33
Sports Fees	\$40.22	\$2,960.00	\$0.00	\$3,000.22
Tech Ed	\$1,339.65	\$150.00	\$0.00	\$1,489.65

### 9.3. Monthly Bills



# Raymond Central Public Schools

## Bills Paid August 2025

### General Fund - Report of Bills Paid August 2025

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
8/19/2025	RCPS Dist 161	August Payroll	755,250.59
08/28/2025	NASB ALICAP	Liability Insurance 25-26SY	151,102.00
08/28/2025	Rcps Hot Lunch Fund	Transfer from GF to HL	150,000.00
08/12/2025	Eakes Office Solutions	Custodial Supplies HS, V, C	13,081.89
08/12/2025	Norris Public Power	Electricity HS	12,597.19
08/12/2025	Truck Center Companies	Body Damage Repair-Activities Bus	6,524.83
08/13/2025	US Bank	5 Macbooks+3yr Warranties	6,140.00
08/26/2025	JourneyEd.com, Inc.	Microsoft Suite through Journey Ed	5,966.36
08/26/2025	Power Source Electric LLC	HS Wiring and Electrical Work	5,200.00
08/12/2025	Educational Service Unit #2	6 Tchr IMSE/OG Comprehensive Training	5,100.00
08/26/2025	Educational Service Unit #2	Sterling Fortinet Firewall	4,931.91
08/12/2025	SchoolsPLP	PreK-12 Classes Software Licenses	4,650.00
08/12/2025	Hauff Mid America Sports	Weightroom equipment	4,534.75
08/12/2025	Pine Cove Consulting	Managed Tech Service August 2025	4,500.00
08/12/2025	Stephens & Smith Construction Co Inc	Repair HS Front Concrete Steps	4,460.00
08/12/2025	Pine Cove Consulting	Sophos Anti-virus 1 year renewal	3,857.00
08/25/2025	TCI	6th Gr Social Studies CurriculumOnLine	3,815.95
08/26/2025	NWEA	Licenses 9-12 MAP	3,583.75
08/18/2025	US Bank	Art storage Cabinet MS	3,158.66
08/12/2025	Revolution Wraps	Interior Window Security Covers HS	3,061.65
08/12/2025	Wolfe Construction Inc.	Install/caulk Countertops HS Science	2,992.00
08/12/2025	Omaha Public Power Dist	Electricity C-	2,899.16
08/26/2025	Educational Service Unit #2	Summer2025 Services	2,822.42
08/12/2025	Educational Service Unit #2	New Tchr IMSE OG Training Tchrs C, V	2,700.00
08/13/2025	US Bank	Moving Crew for C - V	2,622.50
08/12/2025	Access Systems, Inc	Copiers- Monthly	2,458.69
08/12/2025	Butler Public Power District	Electricity V	2,445.41
08/26/2025	Midwest Automatic	Annual InspectionFireSprinklers C,V,HS	2,385.00
08/12/2025	Comfort Inn	Admin Days Conf Hotel Rooms	2,379.15
08/12/2025	Benes, Mitch	Skid Steer Shredder Bobcat	2,250.00
08/18/2025	US Bank	Kindergarten Room Supplies	2,034.16
08/25/2025	School Specialty Supply	Elementary art supplies	1,936.42
08/12/2025	NCSA	2025 Administrators' Days	1,816.00
08/22/2025	Hauff Mid America Sports	FB Shoulder Pads	1,720.00
08/13/2025	US Bank	STEM Supplies MS	1,543.68
08/12/2025	Rocket Math	Student's Yearly MathFacts Software	1,500.00
08/26/2025	Institute for Multi Sensory Education	3 sets of manuals	1,464.75
08/12/2025	Brooke L. Cheleen	July 2025 SPED Home Based PT	1,159.65
08/12/2025	5T Lawn & Landscape	July Mowing C, V	1,150.00
08/18/2025	US Bank	Tech Ed classroom Supply	893.34
08/25/2025	Comforttechs	AC Service Calls C	815.00
08/12/2025	Summit Fire Protection	Fire Alarm Inspect & Battery HS	766.00
08/25/2025	Renaissance Learning Inc.(WI)	Renaissance Annual Platform 25-26SY	750.00
08/13/2025	US Bank	Pearson Educ SPED Materials	748.40
08/18/2025	US Bank	Tech Supplies	734.63
08/12/2025	NE Public Health Environ. Lab	Required Water Testing HS	702.00
08/12/2025	Waste Connections Co	Garbage HS, V	698.33
08/12/2025	Liberty Lawn & Landscape	Lawn Treatment#3 HS	690.00
08/26/2025	Engineered Controls	Heat Pump Service Call C	688.00
08/26/2025	Perry Guthery Haase & Gessford P.C.	Legal Services	687.60
08/18/2025	US Bank	Furniture- HS Asst Principal office	680.96
08/12/2025	PowerSchool Group LLC	Annual Fee-Student Rostering Connection	660.19
08/26/2025	National Art & School Supplies Inc.	General Tchg Supplies V	639.88
08/25/2025	Village of Ceresco	Utilities C July	638.06
08/25/2025	Typing.com	Typing Program for MS Classes	630.00
08/12/2025	Ron's Rolloffs Inc.	Dumpster/Dump Fees HS,V	588.20
08/12/2025	Windstream	Phone HS, Fax	580.51
08/18/2025	US Bank	3rd Grade Class Supplies	570.34
08/18/2025	US Bank	Val Office Bookshelf and Storage	553.96
08/25/2025	Trane US Inc	RepairsHVAC Dehumidiifier Locker Rooms	530.00

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
08/22/2025	Access Systems	Move/reconnect Printers V	500.00
08/12/2025	Hall, Brandy	Marching Band Drill (50%)	500.00
08/18/2025	US Bank	Science Department Supplies	498.83
08/26/2025	Planbook.com	On line Tchr Plan Book HS	486.00
08/12/2025	Oak Valley Lumber Co	Building Maint Supplies	476.30
08/12/2025	Hydro Optimization & Automation Sol	Well Pump Service Call HS	476.25
08/26/2025	Innovative Office Solutions, LLC	General Tchg Supplies 24-25SY	468.87
08/18/2025	US Bank	Storage/Bookcase HS Counc office	449.97
08/26/2025	Follett Content Solutions	Book Order HS Library	443.15
08/18/2025	US Bank	HS SpEd Classroom Supplies	433.14
08/18/2025	US Bank	cell phone holders for classrooms:JH/HS	399.60
08/18/2025	US Bank	4 Teachers' Chairs	379.96
08/18/2025	US Bank	Classroom supplies 1st Grade	336.30
08/12/2025	Coufal, Amanda	ReimbJune/July Mileage	330.40
08/12/2025	Nebraska State Fire Marshal Agency	Boiler Inspections HS, C, V	324.00
08/12/2025	Mattice Lock Shop	Key new Counselor offices HS	310.00
08/13/2025	US Bank	5th Grade Class Supplies	306.50
08/12/2025	Kiner Supply Company	Maint.Plumbing Parts All Locations	303.90
08/04/2025	Judah Caster Co	Building Maint / Nail Gun	284.99
08/13/2025	US Bank	District's tracking for Ipads, Macbooks	270.00
08/12/2025	Village of Valparaiso	Utilities V MeterNo 153A only	268.67
08/22/2025	Colorado/West Equipment	Misc.Bus Parts	251.90
08/12/2025	Nebraska Safety Center	2 Hr In-Service Training for Drivers	250.00
08/18/2025	US Bank	SPED Classroom Supplies C	248.09
08/25/2025	Staples Advantage	General Tchg supplies V	245.44
08/12/2025	One Source	Employee Background Checks	240.00
08/12/2025	Intermedia.net, INC	Phone Service 7/2/25 - 8/1/25	225.63
08/26/2025	Region 1 Principals	Region 1 dues HS Admin	225.00
08/12/2025	Donald R. Prentice	Extermination Service	205.00
08/18/2025	US Bank	Classroom Supplies	190.63
08/18/2025	US Bank	Classroom Supplies 5th Grade	183.81
08/22/2025	Awards Unlimited Inc	Staff Service Recognition Awards	182.50
08/18/2025	US Bank	Ball Storage Cart for Recess	179.98
08/12/2025	HD Supply FKA Home Depot Pro	Maint.Supplies HS	178.80
08/26/2025	Kruse, Deb	Mileage Reimb Admin Days	176.40
08/18/2025	US Bank	Wireless Keyboard, mouse,USB Cords	169.28
08/12/2025	Pitney Bowes Global (Lease)	Postage Machine HS Lease	159.57
08/12/2025	Educational Service Unit #2	New Admin Kick Off Mtg	150.00
08/12/2025	NCSA Region 1	NAASSP Region 1 Prof Dev	150.00
08/22/2025	Newman Grove Public Schools	2025-2026 District FFA Dues	150.00
08/18/2025	US Bank	Standing Desk Riser V Office	144.49
08/18/2025	US Bank	Annual Amazon Acct Fee	139.00
08/13/2025	US Bank	Praxis Art Test Fee MS	133.90
08/22/2025	American School Counselor Assoc	Membership Amer. School Counselor KW	129.00
08/18/2025	US Bank	Val Reading Room Supplies	128.81
08/18/2025	US Bank	MTTS Conference	125.00
08/26/2025	O' Reilly Auto Parts	Oil for Buses	123.96
08/25/2025	Shaw, Hull & Navarrette, CPAs	Auditor Assistance AFR Adjust.	115.00
08/12/2025	Institute for Multi Sensory Education	Word Building Kit (5 pack)	112.00
08/12/2025	Column Software PBC	Publications	100.06
08/12/2025	NCSA	Stud. Legal Issues 25-26SY conference	100.00
08/26/2025	Johnstone Supply	Building Maint Supplies HS	99.00
08/12/2025	Hauff Mid America Sports	Wrist Bands for Softball	98.40
08/25/2025	Ward's Science	Dissection Specimen Ag Classes	94.42
08/25/2025	Cengage Learning	Acct. Curriculum	90.00
08/22/2025	Band Shoppe	Marching Band Shoes and Shipping	84.85
08/13/2025	US Bank	W&W Resources 3rd Grade	84.40
08/26/2025	HD Supply FKA Home Depot Pro	Maint.Supplies HS	80.22
08/18/2025	US Bank	Privacy Screen/ HS Health Office	79.99
08/18/2025	US Bank	Storage cart	76.15
08/12/2025	Paper Tiger Shredding	Paper Shredding Admin, HS Offices	75.00
08/25/2025	Staples Advantage	General Tchg supplies V	60.80
08/12/2025	ASI	Payflex Admin Fees	50.00
08/13/2025	US Bank	General Tchg Supplies C/V, HS	48.10
08/13/2025	US Bank	Sight reading subscription-Band	45.00
08/12/2025	Dietze Music	Band Instrument Supplies	38.25

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
08/26/2025	Interstate All Battery Center	Security Alarm Panel HS Battery	36.29
08/12/2025	Egan Supply Co.	Vac hose replacement part	33.36
08/18/2025	US Bank	Omaha World Herald Newspaper	28.99
08/26/2025	Menards Lincoln	Supplies: Maint HS	28.09
08/25/2025	Riddell	Thumb Screws for Helmets	27.11
08/18/2025	US Bank	Job skills poster- Business Classroom	7.99

**Depreciation Fund - Report of Bills Paid August 2025**

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
08/01/2025	Midwest Floor Covering, Inc	Carpet-Materials/Labor Final Bill V	14,348.00

**Hot Lunch Fund - Report of Bills Paid August 2025**

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
8/19/2025	RCPS Dist 161	Hot Lunch Staff August Payroll	18,963.78
08/26/2025	TechMasters Heating & Air	Service/Repair Ceresco Dishwasher	589.79
08/11/2025	EduTrak Fees	Hot Lunch Edutrak Service Fees	86.09

**Building/Sinking Fund- Report of Bills Paid August 2025**

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
08/26/2025	Integrated Controls	Controls for 15 HPumps V	41,800.00
08/01/2025	Wolfe Construction Inc.	Frame/Drywall/Doors 2 offices LibraryHS	13,341.00
08/01/2025	Wolfe Construction Inc.	Redo Walls/Drywall HS Science Rms	9,368.00
08/01/2025	Praire Mechanical Corporation	Replace Gas Piping HS Science Rooms	7,459.67
08/01/2025	Praire Mechanical Corporation	Replace Heat Pump JrHS classroom	3,942.62
08/25/2025	Garmin International Inc.	20 Watches for XC Team	2,399.80
08/01/2025	Praire Mechanical Corporation	Library Ductwork/2 Counselors' Offices	1,830.52



## Raymond Central Public Schools

### Student Activities Fund Checks August 2025

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
Athletics	08/22/2025	Hauff Mid America Sports	helmet reconditioning	1,547.55
Athletics	08/22/2025	Hauff Mid America Sports	Athletics	4,249.00
Athletics	08/19/2025	Plattsmouth High School	Volleyball Tourney Entry Fee	150.00
Athletics	08/26/2025	Wahoo Public Schools	Cross Country Invite Entry 9/11	230.00
Athletics	08/26/2025	NE HS Hall of Fame Foundation	Proceeds from Jamboree	189.00
Athletics	08/12/2025	Hickson, Mark	Scrimmage Official FB	50.00
Athletics	08/19/2025	Gubbels, Chuck	Volleyball Jamboree Official	70.00
Athletics	08/19/2025	Gubbels, Chuck	Assignor's Fee for Volleyball	100.00
Athletics	08/26/2025	Lewis, Ryan	8/29 Football Official	140.00
Athletics	08/12/2025	RC Community Foundation	For square profits from 6/28	63.01
Athletics	08/26/2025	Miller, Tom	8/29 Football Official	140.00
Athletics	08/13/2025	US Bank	activity cards for 25-26 school year	183.14
Athletics	08/18/2025	Russel, Isaac	Ref for VB Scrimmage	50.00
Athletics	08/19/2025	BCW Enterprises LLC	Assignor's Fee JV/JH Football 2025	50.00
Athletics	08/19/2025	Woita, Andrea	Assignor's Fee JHVB 2025	50.00
Athletics	08/19/2025	Freeman High School Softball	Softball Tourney Entry Fee	160.00
Athletics	08/12/2025	Dueker, Aaron	HS Football Assignor's Fee 25-26	125.00
Athletics	08/26/2025	Auburn High School	Entry Fee 9/6 SB Tourney	135.00
Athletics	08/22/2025	Classic Sportwear & Awards	Letter Award Certificates	401.54
Athletics	08/22/2025	Classic Sportwear & Awards	Chenille "C" Letter Awards	1,091.58
Athletics	08/12/2025	Brennan, Emma	Payment for cheer safety course	85.00
Athletics	08/26/2025	Mar, Ken	8/29 Football Official	140.00
Athletics	08/26/2025	Castillo, Cutty Louis	Softball Triangular Umpire 8/26	225.00
Athletics	08/19/2025	Keeney, Paul	Volleyball Jamboree Official	70.00
Athletics	08/12/2025	Hong, Joshua	Scrimmage Official FB	50.00
Athletics	08/12/2025	Castillo, Eric	Softball Assignor's Fee	200.00
Athletics	08/25/2025	Fillmore Central Athletic Department	SB Quad 8/30	100.00
Athletics	08/26/2025	East Butler Public School	XC Meet 8/28	100.00
Athletics	08/12/2025	Derowitsch, Luke	Scrimmage Official FB	50.00
Athletics	08/22/2025	Awards Unlimited Inc	Banquet awards from 2024/2025	87.00
Athletics	08/26/2025	Mar, Jack	8/29 Football Official	140.00
Athletics	08/26/2025	Lewis, Chuck	8/29 Football Official	140.00
Athletics	08/26/2025	Athow, Mark	Softball Triangular Umpire 8/26	225.00
Athletics	07/30/2025	Student Assurance Services, Inc	Student Accident Insurance	1,095.75
Football	08/22/2025	Hauff Mid America Sports	Football Jerseys	126.50
Football	08/13/2025	US Bank	Football Helmet Decals	385.00
Football	07/30/2025	Rivalry	Football Camp Shirts	250.00
Volleyball	08/26/2025	Hauff Mid America Sports	Volleyball backpacks and shipping	1,325.91
Volleyball	08/26/2025	Hauff Mid America Sports	Volleyball backpacks	659.85
Volleyball	08/13/2025	US Bank	UNC Camp Gas/Grocery	853.66
Volleyball	08/13/2025	US Bank	UNC VB team camp, JV Team	473.63
Spanish Club	08/22/2025	Karel, Morgan	Spanish Club Fundraiser Profit	457.34
Spanish Club	08/12/2025	Hall, Isabella	Spanish Club Fundraiser Profit	100.00
Spanish Club	08/22/2025	Evans, Nicole	Spanish Club Fundraiser Profit	694.97
Spanish Club	08/22/2025	Tvrdy, Marissa	Spanish Club Fundraiser Profit	694.97
JH Speech	08/25/2025	National Speech & Debate Assoc.	JH Speech Dues	175.00
AP Funds	08/18/2025	US Bank	Dual Credit Books	791.88
RC PTO	07/30/2025	Success By Design, Inc.	Student Planners	634.25
Band	08/12/2025	Hall, Brandy	Band	500.00
Band	07/30/2025	Williams Cleaners #1	Band uniform cleaning - 15 uniforms	180.55
One Act	08/25/2025	University of Nebraska-Lincoln	50% of ticket cost	657.75
Dance	07/30/2025	Rebel Athletic Inc	Dance Team Tops	604.20
FBLA	08/22/2025	Ceresco Bank	FBLA Act	10.00
FBLA	08/18/2025	Goodcents	Food for August Meeting	240.61
Speech	08/25/2025	National Speech & Debate Assoc.	25-26 HS Membership Fee	349.00
Speech	08/12/2025	McFarling, Andrea	Speech	60.00
RC Concessions	08/19/2025	Kobza, Anthony	Concessions Stock	749.81
RC Concessions	08/26/2025	RC Jr High Football	Profit from 8/25 conc.	106.20
RC Concessions	08/26/2025	RC Booster Club	Booster bash profit	200.00
RC Concessions	08/25/2025	Sysco Lincoln	Concessions Restock	471.21
RC Concessions	08/22/2025	Cash-Wa Distributing	pizzas for concessions	446.25

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
RC Concessions	08/22/2025	Cash-Wa Distributing	Pizzas for Concessions	1,138.85
RC Concessions	08/25/2025	Pepsi Cola Of Lincoln	Inside Concessions Pepsi Restock	1,516.20
RC Concessions	08/25/2025	Pepsi Cola Of Lincoln	out RC Concessions	1,465.50
RC Concessions	08/25/2025	Del Gould Meat Co., Inc	Hot dogs for concessions	181.53
RC Concessions	08/12/2025	RC Post Prom	Burger patties, conc. purch.	250.00
Profess. Development	08/26/2025	Kruse, Deb	Reimb. Staff Prof Dev. Supplies	56.92
Profess. Development	08/26/2025	Kruse, Deb	Reimb. Admin Days Expense	23.98
Profess. Development	08/13/2025	US Bank	Staff Meeting 8/6/2025	634.30
Profess. Development	08/25/2025	Hy-Vee Accounts Receivable	Staff Meeting Meals 8/6/2025	1,762.00
Profess. Development	08/25/2025	Del Gould Meat Co., Inc	Supplies PreK Open House	182.00
Profess. Development	08/25/2025	D&T Shirtified	25-26 staff shirts	2,167.50



**Raymond Central Public Schools**  
**Student Fees Fund Checks August 2025**

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<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
Service Fees (Student Fees)	08/11/2025	EduTrak Fees	EduTrak Processing Fees	184.94

9.4. Policy Review

9.5. Certificated Staff Hire(s)/Reassignment(s)/Resignation(s)

10. Correspondence/Recognition

11. Public Forum

12. Reports

12.1. Administrative Reports

### **Benchmark Protocols**

Our first benchmark protocol meetings were a success! Teams met to go over our FastBridge Data. This screening data let us know if our Tier One instruction was effective. If our data wasn't at 80%, the grade level planned a whole class intervention to give students an extra dose of instruction on skill deficits. We then analyzed diagnostic data which gave us a more detailed view of students' skills and skill gaps. We put students into groups based on this data. These groups take place during WIN (What I Need) time. We are fortunate to have up to 8 adults who are available to work with groups during this time.

### **Professional Learning Communities (PLC)**

Professional Learning Communities (PLC) are up and running! PLC is a collaborative group of educators who meet regularly to share expertise, analyze student data, and work together to improve teaching practices and student outcomes. Every week teachers meet to answer 4 questions:

1. What do we want students to learn?
2. How will we know if they are learning?
3. How will we respond when they do not learn?
4. How will we extend learning for those who have learned it?

Every 3rd week, the PLC will analyze data to determine if our interventions are working. If it is not, we will use the collaborative improvement cycle to make adjustments. Our first data PLC will be next week.

### **Professional Learning**

The professional learning team will meet on September 16th to plan our next professional learning session. We will focus on the next stage of learning, Focus on New Learning as well as planning for learning vs. planning for teacher. Below are a few examples of this shift in planning.

Planning for Teaching (Traditional)	Planning for Learning
Tell students the topic of today's lesson.	Hook student interest and curiosity in the lesson and connect the learning to their own experiences (i.e., help them become interested).

Share my teaching objective.	Involve students in setting personal goals for their learning (i.e., help them commit to learning).
Ask questions to see if students are paying attention.	Pre-plan high-level questions that prompt students to think about their learning and make their thinking visible, thereby helping them to consolidate new learning (i.e., help them make sense of learning).

**Upcoming Dates:**

- NWEA MAP Assessments (3-5) 9.2-9.12
- Parent Teacher Conferences 9.25

September 2025 AD Board Report  
Mr. Tony Kobza  
Assistant Principal/AD

### **AD Newsletter**

I will include links to our weekly newsletter laying out the upcoming events as well as the successes from the previous week. Please take a look at them below with more in depth information:

[8/10/25](#)

[8/17/25](#)

[8/24/25](#)

[8/31/25](#)

### **Facilities**

We have a Cross Country Course mapped and mowed on the field South of the school. This will allow our students to practice here with a goal that we host a cross country meet at the school in the 2026 school year.

Outdoor Concessions has added a Blackstone Grill to help provide a safer and more efficient grilling process for football games and track meets.

Huge shout out to our facilities and maintenance crews for making our building look so great for all of our home events. The pride this group takes in making RC the best it can be is shown consistently inside and outside of the building.

### **Athletics**

High School and Junior High athletics have started competitions and each group has found success. Girls Cross Country has won both of their invites so far.

We have been selected to host the District Cross Country races on 10/15/25 this year at Branched Oak.

### **Activities**

#### **CTSOs:**

FBLA, FFA and Skills USA are working together to recruit and grow their organizations. This is a great way for our kids to find success in co-curricular activities. CTOS are also the driving force

behind students finding a passion for their future careers. Fall conferences will be starting in September for each organization.

**Band:**

Band is preparing for competitions and performances throughout the fall.

## Board Report JH/HS: September 2025

**School Start:** We are off and running. Classes and the new schedule seem to be working well. Staff and students have adjusted well. Being able to have additional contact with each other is already having a positive impact on students and their ability to get access to their teachers. After some early trepidation I believe we are all settling into the new routines and schedule. It is my estimation that we are off to a great start. There were a lot of system and structural changes/upgrades this year that have helped make our school operations work better and more efficiently. Although still a work in progress, we have made good use of our early time together as school. It's going to be a great year.

**Achievement Scores and Testing:** Student achievement scores are tethered to our district strategic goals. They are and will continue to be linked to the high school growth goal, as well as administrative goals.

### MAPS Testing Schedule:

Seniors - On Sept. 9th and 10th as well as Sept 16th and 17th we will run a late start schedule to accommodate for grades 6-11 testing. Seniors will not report until 10:00 AM.

### Testing Dates:



September 9th & 10th



September 16th & 17th



Testing Time: 8:10 AM – 10:10 AM

Summary of the Day: Students will test during the first two hours of the day. We will follow a **late start bell schedule** for the rest of the day, but **school hours will remain the same (8:10 AM – 3:30 PM)**. Attendance and participation in the full school day are expected. The exception is the senior class.

### **Counseling/ACT/Senior Experience/Scholarships (Tasha/Celia):**

- Apply to College Day with EducationQuest Sept. 24th;
- October 1st EducationQuestion College Fair at SCC over 50 representatives will be there to visit our students. We have a 45 minute session in the afternoon for juniors and seniors who decide to attend.
- PSAT Oct. 7th; 17 students have signed up this optional test
- Oct. 15th We will take 9th-12th graders who sign up to a career/college/opportunity fair currently 12 students are taking this opportunity
- October 29th- We have been invited to take our sophomores to Connecting the Dots for Career Exploration with the UNL Extension office Seward. This is a hands-on event just for this grade level. We are thankful we have been extended this invitation.
- ASVAB Nov. 12th;
- Junior Job Shadow Day Nov. 20th; Mini College/Career/Military Fair dates Sept 24th, Oct. 22nd, Nov. 19th, Feb. 4th, March 11th - We would love to have local businesses

come set up a booth for our career fairs. Please spread the word and have people contact [tasha.osten@rcentral.org](mailto:tasha.osten@rcentral.org).

- Lessons via our Naviance College, Career and Life Readiness curriculum have started in a variety of grades.
- Seniors are regularly coming in to complete applications for colleges and scholarships
- OntoCollege test prep with John Baylor is in the works and will be communicated to all families

**High School Student Council:** The Raymond Central Student Council has been hard at work preparing for Homecoming 2025! This year's theme and activities are designed to bring school spirit, celebrate our Mustang pride, and create lasting memories for students, staff, and the community.

*Homecoming Week Highlights:*

*Spirit Week:* Student Council has organized a week of themed dress-up days and activities to boost energy leading up to the big game and dance.

*Pep Rally:* A staff vs. seniors volleyball game will headline our Homecoming Pep Rally, bringing the school together for some fun, friendly competition.

*Homecoming Royalty:* As tradition at Raymond Central, only seniors are eligible to be nominated for royalty. Voting and coronation will take place at the dance.

*Dance:* The council is also planning decorations, music, and other details to make the Homecoming Dance a fun and memorable event for all students.

*Community Service:*

In addition to Homecoming, Student Council is proud to announce we will be hosting a *community blood drive* on Friday, October 31, 2025, from 9:30 AM – 2:00 PM. This is an opportunity for our students, staff, and community members to give back in a meaningful way, and we are excited to support this important cause.

**JH Student Council:** The JH Student Council has met a few times and we are excited to have many plans in place for the year! We will decorate the junior high hallway during Homecoming to match the theme. Students made sub committees to help delegate different tasks which include fall activity & sport locker signs, planning for homecoming, updating the hallway bulletin board, and creating group t-shirt designs. We are excited for everything this group is set out to do this school year!

**FBLA:** FBLA is excited to announce the upcoming Craft Fair and Car Show on Saturday, October 18, 2025, at Raymond Central High School! This event is a great opportunity for student-run businesses and community vendors to showcase their products while visitors enjoy shopping, food, and fun.

**Raymond Central  
FBLA Craft Fair and  
Car Show**

**OCTOBER 18<sup>TH</sup> 2025**  
**Craft Fair: 10:30am - 3:00pm**  
**Car Show: 11:30am - 3:00pm**  
*winners announced at 2!*

Car Show  
Registration



Craft Fair Booth  
Registration



More info  
here!



**Raymond Central High  
School**

1800 West Agnew Rd  
Raymond, NE 68428

Tickets \$2

5 and Under - Free

Car Show registration is now open and can be completed online at [this link](#). More details and event updates can also be found on the [Facebook event page](#).

In addition, RC FBLA is working on state projects and needs help identifying FBLA alumni. Alumni, please fill out this short form:

<https://forms.gle/bYsG8d92wCgbLqaFA>

**Assistant Principal/Ms. Horbach (Per Mr. Lurz):** Ms. Horbach continues to work with the elementary school to further streamline our Multi-Tiered System of Supports (MTSS) process at the JH/HS. Her efforts thus far have been exhaustive and she has dedicated a lot of time and energy to the process. Collaborations have started with staff including but not limited to the administration, counselors, and teachers. The first scheduled MTSS meeting was held on September 9 for the HS staff. Ms. Horbach's efforts in collaboration with others, will strengthen our current system and will venture to greatly enhance our ability to meet students where they are and to provide opportunities to succeed academically, socially, and emotionally.

She has also spearheaded a Culture Team that currently has about twenty members on it. Their goal(s); planning monthly activities, fun games, and gestures of appreciation for staff. Already the efforts have been fruitful. We talk about celebrating everything; here is another vehicle to see it through. Nice work Abby

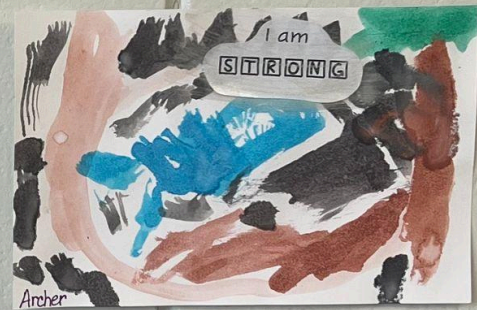
Ms. Horbach continues to learn the nuances of RCHS and is quickly learning the Mustang Way.

**Fall Professional Development:** The Professional Learning Team will meet on September 16th to plan out our next work session together as we continue to roll out the 6 Phase Instructional Model. Our next session with certified staff will be on October 10 where we begin to Focus on New Learning.

**Observation Classrooms:** We are making frequent visitations to the classrooms this semester in a conscious effort to become active members in the educational process as leaders. Using the walkthrough device as provided through TeachBoost (our evaluation tool), emails and face to face correspondence, we are ramping up communication and feedback to our teachers. Our role as educational leaders is to help improve the educational experience for our students while providing support and guidance for our staff. Frequent visitations to classrooms paired with quality conversations help ensure this is occurring. Great things are happening at RCHS.

**Instructional Coach:** Monica Blank has started working with staff at the high school in a non evaluative role. Her efforts as an instructional coach have been to help staff members establish themselves in the classroom, learn best practice, and provide support. Her presence and efforts to help support and grow our teachers is appreciated. Research clearly indicates that when we properly induct staff and provide structured staff development, the rate of staff turnover decreases and job satisfaction increases. Monica is helping to establish these principles early.

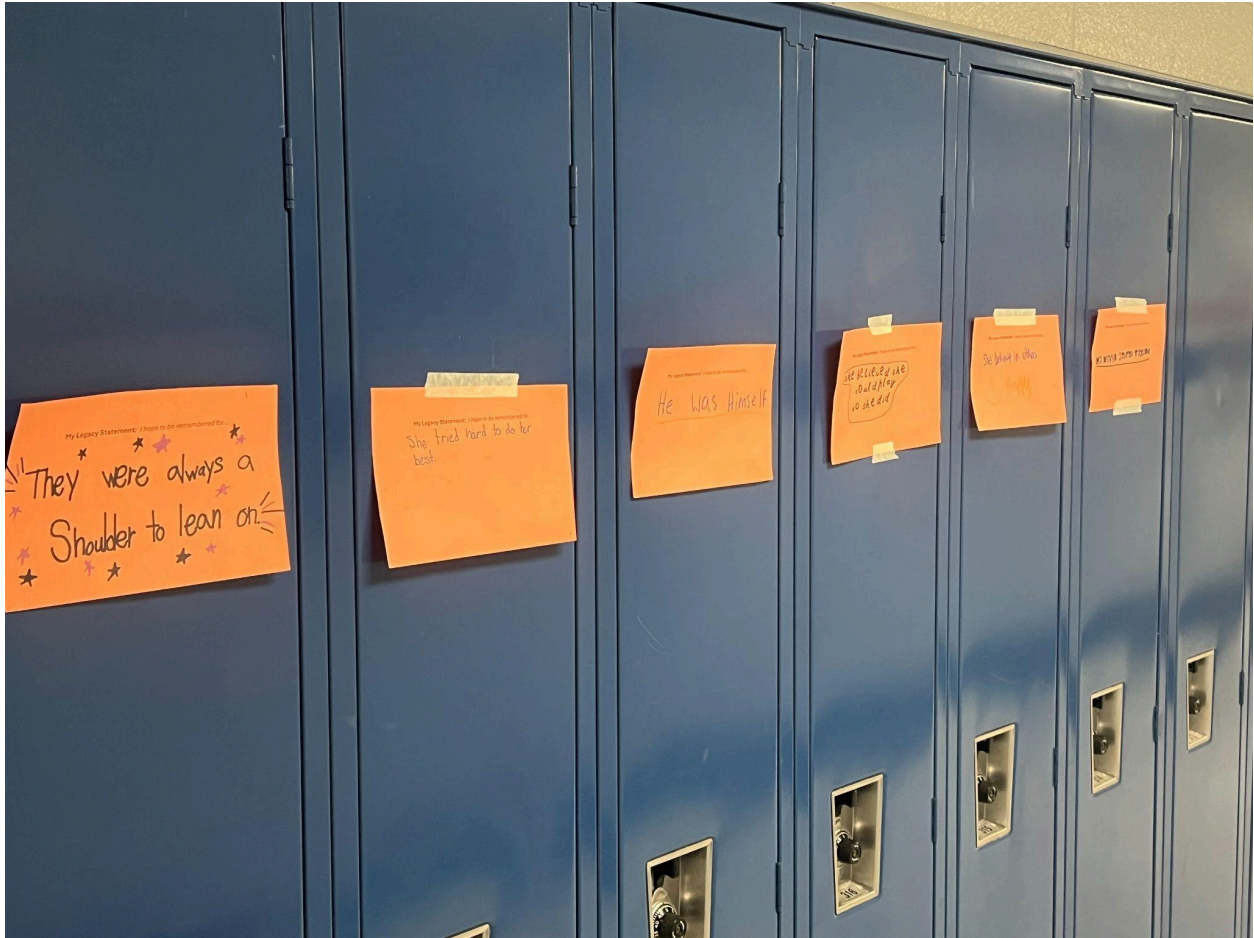
**Legacy Statements and Affirmations:** Every year I borrow a page out of author Daniel Pink's book; *Drive, The Surprising Truth About What Motivates Us*. It's a sentence activity where we think of ourselves in the third person and what we want to be known for. Our twist at RCHS is to call them Legacy Statements. The preschool joined in this year by adding Affirmations. If you walk our halls, you will see the Legacy Statements on the lockers of the students, in the classrooms of the teachers, and in workspaces. You will also see the Affirmations posted on the wall by the preschool room. If you really want to see the heart of who we are, you have to check these out. A few are added here for your perusal.



My Legacy Statement: *I hope to be remembered for...*

Her Story was hard but  
made it inspiring





My Legacy Statement: I hope to be remembered for  
★ ★ ★ ★ ★  
They were always a  
★ ★ ★ ★ ★  
Shoulder to lean on!

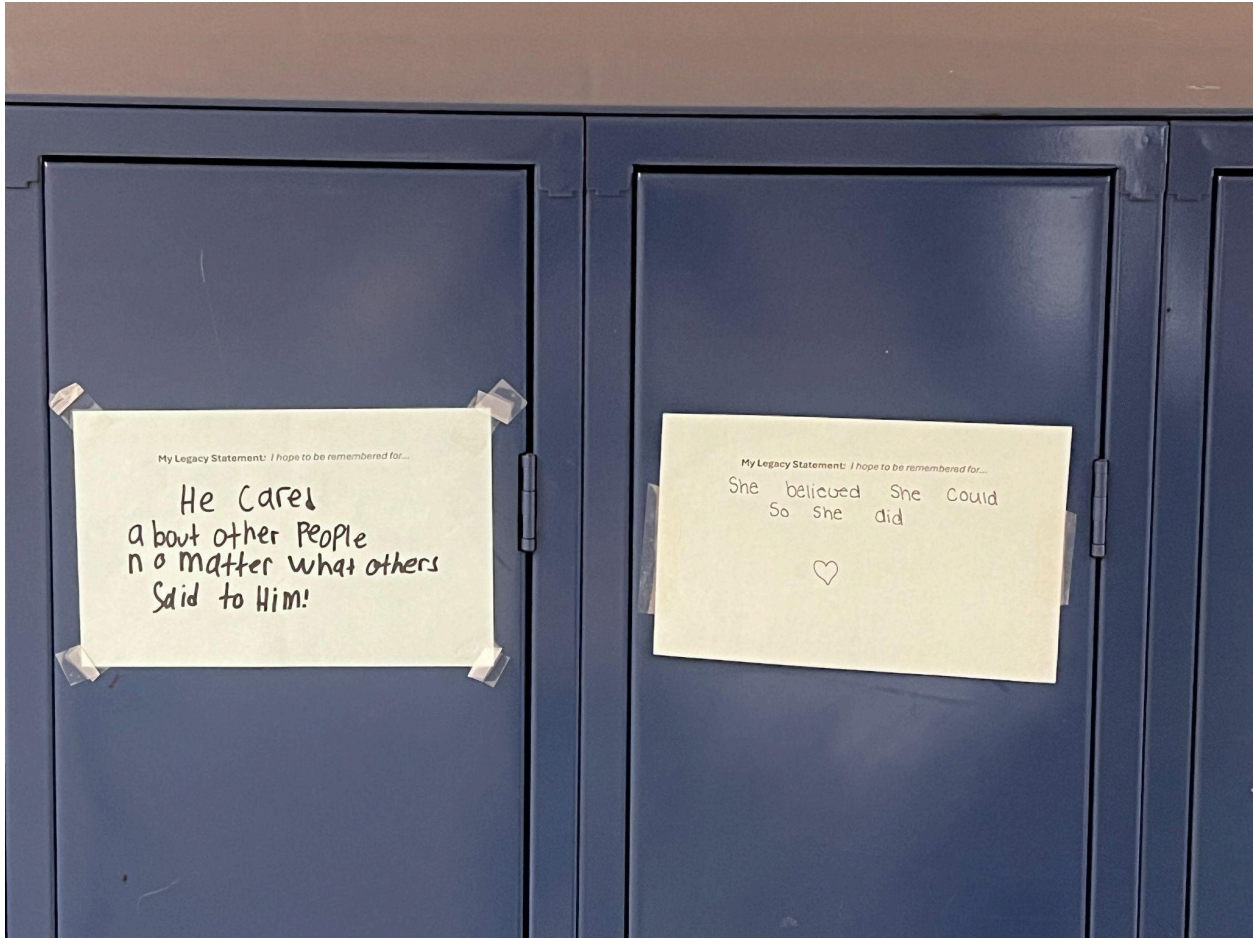
My Legacy Statement: I hope to be remembered for  
She tried hard to do her  
best.

My Legacy Statement: I hope to be remembered for  
He was himself

My Legacy Statement: I hope to be remembered for  
He tried to be good but he  
would play to be bad

My Legacy Statement: I hope to be remembered for  
Be there in this

My Legacy Statement: I hope to be remembered for  
KRYSTIN FORN



My Legacy Statement: I hope to be remembered for...

He Cares  
about other People  
no matter what others  
Said to Him!

My Legacy Statement: I hope to be remembered for...

She believed She could  
So she did



My Legacy Statement: *I hope to be remembered for...*

Her laugh  
was contagious.

September Board Report  
 Amanda Coufal  
 Director of Special Education

**MDT/IEP Season is Underway:**

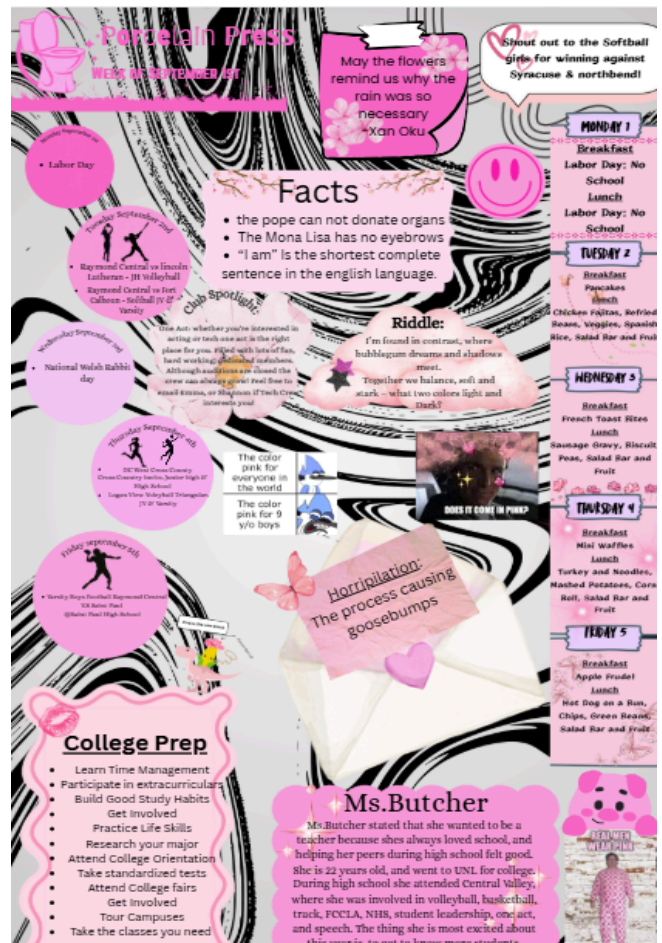
- Throughout the district, we have already held 25 MDT and/or IEP meetings. Out of those 25 meetings, 5 of them have been initial verifications. The special education staff is working tirelessly to schedule meetings and complete compliant paperwork. Staff has been awesome about attending these meetings and providing valuable feedback.

**Assistive Communication Devices:**

- Amanda Smith, our new PK–12 Speech-Language Pathologist, held an AAC training for special education teachers and paraeducators. The session focused on strategies for effectively using communication devices with non-verbal students. This training will empower staff to support students in expressing their wants and needs. She will continue to train and monitor staff so they are fully implementing these strategies as the year progresses.

**Porcelain Press:**

- Kate Jones, new HS special education teacher, has created the Porcelain Press. This is a fun “restroom” paper that is in every stall in the secondary building. There is information about the month ahead and some fun facts. Here is an example of the Porcelain Press.



12.2. Student Board Member Report

12.3. Superintendent's Report



## 3-Year Professional Learning Calendar

[Year One](#) 2024-2025

[Year Two](#) 2025-2026

[Year Three](#) 2026-2027

[RC Instructional Model](#)

[Instructional Model Alignment to Teacher Performance and Evaluation Framework](#)

[100% Active Participation 2022-2024](#)

Year One: Science of Learning Overview and first 2 learning phases: Become Interested and Commit to Learning			
Date	PD Focus	Persons Responsible	Action Step
<b>PD #1</b> Preservice Aug. 9th	<ul style="list-style-type: none"> <li>Overview Science of Learning and Phases of Learning</li> <li>Rationale</li> <li>PD Calendar</li> <li>Framework Alignment</li> </ul>		Reflection Form

<p><b>PD #2</b> <b>Oct. 11th</b></p>	<p>Introduce 1st Learning Phase: Become Interested</p> <ul style="list-style-type: none"> <li>• Brain science for this phase</li> </ul> <p><b>Become Interested Strategies:</b> Cognitive Interest Cues</p> <ul style="list-style-type: none"> <li>• Show them you care</li> <li>• Connect learning with positive emotions</li> <li>• Switch it up</li> <li>• Spark curiosity</li> <li>• Activate prior knowledge and reveal knowledge gaps</li> <li>• Structure academic controversy</li> </ul> <p>Connect to Framework Barriers to Learning</p>		<p>Connect Learning with positive emotions-plan for upcoming lesson. Submit via Google Form</p>
<p><b>PD #3</b></p>	<p>Retrieval and reflection on last pd's action step (before or after school pd)</p>		<p>Reflect on work with connecting learning with positive emotions-share experiences and plan for upcoming lesson</p>
<p><b>PD #4</b> <b>Nov. 1st</b></p>	<p>Continue with 1st Learning Phase: Become Interested</p> <ul style="list-style-type: none"> <li>• Review brain science for this phase</li> </ul> <p><b>Become Interested Strategies:</b> Cognitive Interest Cues</p> <ul style="list-style-type: none"> <li>• Show them you care</li> <li>• Connect learning with positive emotions</li> <li>• Switch it up</li> <li>• Spark curiosity</li> <li>• Activate prior knowledge and reveal knowledge gaps</li> <li>• Structured academic controversy</li> </ul> <p>Barriers to Learning</p>		<p>Choose one of the strategies and use the strategy in an upcoming plan. Add to Google Doc.</p>

	Connect to Framework		
<b>PD #5</b>	Retrieval and reflection on last pd's action step (before or after school pd)		Reflect on work with Become Interested Strategy-share experiences and plan for upcoming lesson
<b>PD #6 Jan. 20th</b>	<p>Introduce 2nd Learning Phase: Commit to Learning</p> <ul style="list-style-type: none"> <li>Brain Science for this phase</li> </ul> <p><b>Commit to Learning Strategies:</b> Student goal setting and monitoring</p> <ul style="list-style-type: none"> <li>Give a WIIFM (What's in it for me?)</li> <li>Frame learning as an investigation of big questions</li> <li>Provide learning objectives as success criteria</li> <li>Show students the path to mastery</li> <li>Encourage personal learning goals</li> <li>Help students commit to effort</li> </ul> <p>Barriers to Learning Connect to Framework</p>		<p>Plan using one of the strategies presented.</p> <p>Learning Targets</p>
<b>PD #7</b>	Retrieval and reflection on last pd's action step (before or after school pd)		Reflect on work with Commit to Learning Strategy-share experiences and plan for upcoming lesson
<b>PD #8 March 7th</b>	<p>Continue 2nd Learning Phase: Commit to Learning</p> <ul style="list-style-type: none"> <li>Review Brain Science for this phase</li> </ul>		Create success criteria for unit or upcoming lesson.

	<p><b>Commit to Learning Strategies:</b>  Student goal setting and monitoring</p> <ul style="list-style-type: none"> <li>• Give a WIIFM (What's in it for me?)</li> <li>• Frame learning as an investigation of big questions</li> <li>• Provide learning objectives as success criteria</li> <li>• Show students the path to mastery</li> <li>• Encourage personal learning goals</li> <li>• Help students commit to effort</li> </ul> <p>Barriers to Learning  Connect to Framework</p>		Success Criteria
<b>PD #9</b>	Retrieval and reflection on last pd's action step (before or after school pd)		
Year Two: Science of Learning Review and next two learning phases: Focus on New Learning and Make Sense of Learning			
Date	PD Focus	Persons Responsible	Action Step
<b>PD #1 August</b>	<ul style="list-style-type: none"> <li>• Review the Science of Learning/Information Processing Model</li> <li>• Review learning phases: Become Interested and Commit to Learning</li> </ul>		
<b>PD #2 Oct. 10th</b>	<p>Introduce 3rd Learning Phase: Focus on New Learning</p> <ul style="list-style-type: none"> <li>• Brain Science for this phase</li> </ul> <p><b>Focus on New Learning Strategies:</b>  Vocab instruction  Strategy instructions and modeling</p> <ul style="list-style-type: none"> <li>• Model steps to mastery with direct instruction</li> <li>• Alternate worked problems with problems students must solve</li> <li>• Teach self-questioning and close reading</li> <li>• Engage students in active note taking</li> </ul>		Plan using one of the strategies presented.

	<p>Visualizations and concrete examples</p> <ul style="list-style-type: none"> <li>• Use nonlinguistic representations</li> <li>• Connecting abstract ideas with concrete examples</li> </ul> <p>Barriers to Learning Connect to Framework</p>		
<b>PD #3</b>	<p>Retrieval and reflection on last pd's action step (before or after school pd)</p>		
<b>PD #4 Nov. 10th</b>	<p>Continue 3rd Learning Phase: Focus on New Learning</p> <ul style="list-style-type: none"> <li>• Review Brain Science for this phase</li> </ul> <p><b>Focus on New Learning Strategies:</b> Vocab instruction Strategy instructions and modeling</p> <ul style="list-style-type: none"> <li>• Model steps to mastery with direct instruction</li> <li>• Alternate worked problems with problems students must solve</li> <li>• Teach self-questioning and close reading</li> <li>• Engage students in active note taking</li> </ul> <p>Visualizations and concrete examples</p> <ul style="list-style-type: none"> <li>• Use nonlinguistic representations</li> <li>• Connecting abstract ideas with concrete examples</li> </ul> <p>Barriers to Learning Connect to Framework</p>		
<b>PD #5</b>	<p>Retrieval and reflection on last pd's action step (before or after school pd)</p>		

<p><b>PD #6</b> <b>Jan. 19th</b></p>	<p>Introduce 4th Learning Phase: Make Sense of Learning</p> <ul style="list-style-type: none"> <li>• Brain Science for this phase</li> </ul> <p><b>Make Sense of Learning Strategies:</b></p> <p>High-level questions and student explanations</p> <ul style="list-style-type: none"> <li>• Ask probing questions (No hands rule)</li> <li>• Provide wait time after questions</li> <li>• Help students identify similarities and differences</li> <li>• Invite students to summarize their learning</li> </ul> <p>Guided initial application with formative feedback</p> <ul style="list-style-type: none"> <li>• “Chunk” learning into segments to support processing</li> </ul> <p>Peer-assisted consolidation of learning</p> <ul style="list-style-type: none"> <li>• Use cooperative groups to support processing</li> </ul> <p>Barriers to Learning Connect to Framework</p>		
<p><b>PD #7</b></p>	<p>Retrieval and reflection on last pd’s action step (before or after school pd)</p>		
<p><b>PD #8</b> <b>March 6th</b></p>	<p>Introduce 4th Learning Phase: Make Sense of Learning</p> <ul style="list-style-type: none"> <li>• Brain Science for this phase</li> </ul> <p><b>Strategies:</b></p> <p>High-level questions and student explanations</p> <ul style="list-style-type: none"> <li>• Ask probing questions (No hands rule)</li> <li>• Provide wait time after questions</li> <li>• Help students identify similarities and differences</li> <li>• Invite students to summarize their learning</li> </ul> <p>Guided initial application with formative feedback</p> <ul style="list-style-type: none"> <li>• “Chunk” learning into segments to support processing</li> </ul> <p>Peer-assisted consolidation of learning</p> <ul style="list-style-type: none"> <li>• Use cooperative groups to support processing</li> </ul>		

	Barriers to Learning Connect to Framework		
<b>PD #9</b>	Retrieval and reflection on last pd's action step (before or after school pd)		
Year Three: Science of Learning Review and last two learning phases: Practice and Reflect and Extend and Apply			
<b>Date</b>	<b>PD Focus</b>	<b>Persons Responsible</b>	<b>Action Step</b>
<b>PD #1</b>	<ul style="list-style-type: none"> <li>Review the Science of Learning/Information Processing Model</li> <li>Review learning phases: Become Interested, Commit to Learning, Focus on New Learning and Make Sense of Learning</li> </ul>		
<b>PD #2</b>	<p>Introduce 5th Learning Phase: Practice and Reflect</p> <ul style="list-style-type: none"> <li>Brain Science for this phase</li> </ul> <p><b>Practice and Reflect Strategies:</b></p> <p>Observe and guide initial practice (CFU)</p> <ul style="list-style-type: none"> <li>Check often</li> <li>Ask revealing questions</li> <li>Probe for mistakes and misconceptions</li> <li>Stop talking and start listening</li> <li>Engage all students</li> </ul> <p>Targeted support (scaffolded practice)</p> <p>Spaced, mixed independent practice</p> <ul style="list-style-type: none"> <li>Teach students how to practice</li> <li>Provide formative feedback</li> </ul> <p>Retrieval Practice (quizzing to remember) <a href="#">Retrieval Practice explained</a></p> <p>Barriers to Learning</p>		

	Connection to Framework		
PD #3	Retrieval and reflection on last pd's action step (before or after school pd)		
PD #4	<p>Continue 5th Learning Phase: Practice and Reflect</p> <ul style="list-style-type: none"> <li>Brain Science for this phase</li> </ul> <p><b>Practice and Reflect Strategies:</b> Observe and guide initial practice (CFU)</p> <ul style="list-style-type: none"> <li>Check often</li> <li>Ask revealing questions</li> <li>Probe for mistakes and misconceptions</li> <li>Stop talking and start listening</li> <li>Engage all students</li> </ul> <p>Targeted support (scaffolded practice) Spaced, mixed independent practice</p> <ul style="list-style-type: none"> <li>Teach students how to practice</li> <li>Provide formative feedback</li> </ul> <p>Retrieval Practice (quizzing to remember) <a href="#">Retrieval Practice explained</a></p> <p>Barriers to Learning Connection to Framework</p>		
PD #5	Retrieval and reflection on last pd's action step (before or after school pd)		
PD #6	<p>Introduce 6th Learning Phase: Extend and Apply</p> <ul style="list-style-type: none"> <li>Brain Science for this phase</li> </ul> <p><b>Extend and Apply Strategies:</b> Cognitive writing</p> <ul style="list-style-type: none"> <li>Teach critical thinking</li> </ul>		

	<p><b>Guided Investigations</b></p> <ul style="list-style-type: none"> <li>• Support Inquiry-Based Learning</li> <li>• Sharpen thinking via writing</li> </ul> <p>Structured problem solving</p> <ul style="list-style-type: none"> <li>• Provide challenging learning tasks</li> <li>• Make student thinking visible</li> <li>• Anchor learning to performance assessments</li> </ul> <p>Barriers to Learning Connection to Framework</p>		
<b>PD #7</b>	<p>Retrieval and reflection on last pd's action step (before or after school pd)</p>		
<b>PD #8</b>	<p>Continue 6th Learning Phase: Extend and Apply</p> <ul style="list-style-type: none"> <li>• Brain Science for this phase</li> </ul> <p><b>Extend and Apply Strategies:</b></p> <p>Cognitive writing</p> <ul style="list-style-type: none"> <li>• Teach critical thinking</li> </ul> <p>Guided Investigations</p> <ul style="list-style-type: none"> <li>• Support Inquiry-Based Learning</li> <li>• Sharpen thinking via writing</li> </ul> <p><b>Structured problem solving</b></p> <ul style="list-style-type: none"> <li>• Provide challenging learning tasks</li> <li>• Make student thinking visible</li> <li>• Anchor learning to performance assessments</li> </ul> <p>Barriers to Learning Connection to Framework</p>		
<b>PD #9</b>	<p>Retrieval and reflection on last pd's action step (before or after school pd)</p>		

## **Raymond Central: Mentoring & Induction Program**

### **Vision:**

The vision of our program is to enhance student achievement by promoting excellence in teaching in the areas of planning/preparation, classroom environment, professional responsibilities, and instruction.

### **Goals:**

- Promote effective instruction and assessments through collaborative planning and use of best practice.
- Provide training and support for creating a positive classroom environment through effective classroom management.
- Support continuous growth through reflection and networking.
- Encourage effective communication skills and create positive relationships with students, parents, community, and colleagues.

### **Role of the Mentor:**

- The role of the mentor is to support his/her mentee by:
  - creating a quality classroom with high student achievement.
  - creating a standards-aligned classroom with differentiated learning for all students.
  - creating a positive home/school connection.
  - encouraging teacher reflection for growth.
  - encouraging continued education, professional growth, and a positive outlook for the future.
  - assist teachers in adapting to the school environment and culture.

### **Selection of Mentors:**

- Mentor Teachers will be selected accordingly:
  - Requirements for teacher leaders:
    - Minimum of 1 year teaching experience with Raymond Central
    - 3 years of teaching experience
    - Valid Nebraska teaching license

### **Placement of Mentors**

- Mentors will be assigned mentees by building administrators.
- The following areas will be considered when deciding mentor/mentee assignments:
  - Grade level
  - Content area
  - Compatibility

### **Process for Dissolving Partnership**

- If the mentor/mentee partnership is not working, either person can request the partnership be dissolved. This dissolution request can be directed to the building administrator or TLC Coordinator. If a partnership is dissolved, a new mentor will be assigned to the mentee by the building administrator as soon as possible.

### **Description of Organizational Support**



<b>September</b> 3rd & 17th	Classroom Management           Lesson Planning/ Professional Learning	<b>Tasks</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss Time on Task - Strategies for Transition</li> <li><input type="checkbox"/> <a href="#">Classroom &amp; Behavior Management Issues</a> - How do routines minimize disruptions?</li> <li>• Complete/discuss lesson planning. What format is conducive to district goals, etc?</li> <li>• Mentor - Mentee discussions over professional learning model.</li> </ul>	<b>Tasks:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine and record 2 or 3 transition strategies to use in the classroom - <a href="#">Transition Strategies for Classrooms</a></li> <li><input type="checkbox"/></li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">19 Big and Small Classroom Management Strategies</a></li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Complete <a href="#">Questions About Planning</a></li> <li>• Complete <a href="#">Daily Lesson Plans for Student Success</a></li> <li>• Refer to <a href="#">Organizing a Lesson Plan</a> and <a href="#">Gradual Release Lesson Plan</a></li> </ul>
<b>September/  October</b>		<b>Tasks:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Getting ready for P/T Conferences</li> <li><input type="checkbox"/> How to fill out report cards</li> <li><input type="checkbox"/> Report card comments</li> <li><input type="checkbox"/> Powerschool Gradebook</li> <li><input type="checkbox"/> Holiday Celebrations and Procedures</li> </ul>	
<b>November</b> Week of the 17th - let principal know when you're meeting		<b>Tasks:</b> <ul style="list-style-type: none"> <li>• Revisit Classroom Management through effective planning and execution of learning activities.</li> </ul>	<b>Tasks:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Revisit Classroom Management <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Five Ways to Start Your Lessons</a></li> <li><input type="checkbox"/> <a href="#">Engaging Ways to End Your Lessons</a></li> </ul> </li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li><a href="#">5 Highly Effective Teaching Practices</a></li> </ul>
<b>December -</b> week of 8th - let principal know when you're meeting		<b>Tasks:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review end of the semester procedures</li> <li><input type="checkbox"/> Discuss report cards and comments</li> <li><input type="checkbox"/> Go over any schedule changes for next semester</li> </ul>	

<b>January-</b> On PD (5th)	Instruction and Assessment	<b>Tasks:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Professional Learning Model</li> <li><input type="checkbox"/> Review past learning as it pertains to the professional learning model.</li> </ul>	<b>Tasks:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss Using Varied Teaching Strategies with Mentee</li> </ul>
<b>February -</b> 25th (Admin Present)	NSCAS and Normed Assessment	<b>Tasks:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> NSCAS Testing- Other Normed Testing - What your role will be.</li> </ul>	<b>Tasks:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/></li> </ul>
<b>March/April</b> - Week of 27th - let principals know when you're meeting <b>(ALL</b> mentors and mentees together)	Reflection and End of the Year Procedures	<b>March Meeting Topics:</b> <ul style="list-style-type: none"> <li>❖ Student motivation towards the end of the year</li> <li>❖ Summer learning and credit recovery</li> </ul> <b>April Meeting Topics:</b> <ul style="list-style-type: none"> <li>❖ Brainstorm a list of things that worked and didn't work 2nd semester</li> <li>❖ Summer expectations (Professional Development days) - Admin</li> <li>❖ How to get room ready for summer</li> <li>❖ End of Year Checkout</li> <li>❖ List priorities for the next school year</li> <li>❖ Celebrate the end of first year</li> </ul>	<b>Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">8 Epic Ideas for Ending the School Year</a></li> </ul>

# RAYMOND CENTRAL PUBLIC SCHOOLS

## Option Students - In and Out

	2025-26		2024-25		2023-24		2022-23		2021-22		2020-21		2019-20		2018-19		2017-18		2016-17	
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
K	5	7	2	11	7	5	7	8	8	7	4	4	6	3	6	7	4	6	4	11
1	3	11	7	5	7	8	7	8	4	3	5	3	7	7	3	6	3	14	3	6
2	8	5	6	8	7	8	6	4	4	3	7	7	4	5	3	14	2	7	2	9
3	5	10	6	7	8	3	5	2	6	8	6	5	3	13	3	7	1	7	4	12
4	6	7	7	2	6	4	4	9	5	4	2	11	3	5	1	7	4	12	6	4
5	6	2	6	4	4	8	6	6	3	13	5	5	2	9	3	13	6	3	4	11
6	9	4	8	8	7	8	2	10	7	5	6	12	9	7	8	4	5	12	5	5
7	9	5	8	5	3	10	9	6	8	11	11	5	12	8	6	12	5	6	5	5
8	8	8	4	10	9	4	11	12	15	6	17	6	4	14	6	7	5	5	5	8
9	9	11	9	6	11	15	12	8	19	6	0	14	6	10	11	9	7	10	10	7
10	8	5	13	17	12	12	17	10	3	16	10	12	10	13	8	12	14	9	8	13
11	14	16	11	11	15	9	6	18	12	10	11	12	10	14	11	14	8	13	4	6
12	12	8	12	10	9	16	11	11	12	11	10	12	9	12	8	13	5	9	10	5
<b>Total</b>	<b>102</b>	<b>99</b>	<b>99</b>	<b>104</b>	<b>105</b>	<b>110</b>	<b>103</b>	<b>112</b>	<b>106</b>	<b>103</b>	<b>94</b>	<b>108</b>	<b>85</b>	<b>120</b>	<b>77</b>	<b>125</b>	<b>69</b>	<b>113</b>	<b>70</b>	<b>102</b>
<b>Difference</b>	<b>3</b>		<b>-5</b>		<b>-5</b>		<b>-9</b>		<b>3</b>		<b>-14</b>		<b>-35</b>		<b>-48</b>		<b>-44</b>		<b>-32</b>	

	2025-26		2024-25		2023-24		2022-23		2021-22		2020-21		2019-20		2018-19		2017-18		2016-17	
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
LPS	45	33	40	37	41	36	43	32	50	25	35	30	26	40	29	40	21	42		
Waverly	22	6	23	9	25	10	24	11	26	14	22	14	25	15	21	20	22	17		
Wahoo	15	11	15	10	15	11	14	10	12	12	12	9	11	9	9	15	6	11		
East Butler	12	13	14	14	17	10	16	13	14	10	14	6	16	8	12	5	17	3		
Malcolm	3	32	4	30	4	38	1	40	2	37	4	39	3	39	2	38	0	33		
Seward	2	3	2	3	2	4	3	5	1	4	2	5	2	5	1	5	1	5		
Milford	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Ashland	2	1	0	1	0	1	0	1	0	1	0	2	0	2	1	2	1	2		
Fremont	0	0	0	0	0	0	0	0	0	0	0	3	0	2	0	0	0	0		
Mead	0	0	0	0	1	0	1	0	1	0	3	0	2	0	2	0	1	0		
Norris	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0		
OPS	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0		
<b>Total</b>	<b>102</b>	<b>99</b>	<b>99</b>	<b>104</b>	<b>105</b>	<b>110</b>	<b>103</b>	<b>112</b>	<b>106</b>	<b>103</b>	<b>94</b>	<b>108</b>	<b>85</b>	<b>120</b>	<b>77</b>	<b>125</b>	<b>69</b>	<b>113</b>		

# RAYMOND CENTRAL PUBLIC SCHOOLS

## Enrollment

	2025-26	2024-25	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19
<b><u>Preschool</u></b>								
PK-3	17	14	15	15	18			
PK-4	34	36	36	29	35	36	36	32
	<b>51</b>	<b>50</b>	<b>51</b>	<b>44</b>	<b>53</b>	<b>36</b>	<b>36</b>	<b>32</b>
<b><u>Elementary</u></b>								
K	50	49	53	52	45	47	46	49
1	50	40	51	43	43	43	50	38
2	40	53	43	45	46	51	40	47
3	52	40	50	46	45	49	44	51
4	40	52	49	45	50	47	51	58
5	50	57	46	48	45	55	58	44
	<b>282</b>	<b>291</b>	<b>292</b>	<b>279</b>	<b>274</b>	<b>292</b>	<b>289</b>	<b>287</b>
<b><u>MS</u></b>								
6	54	55	50	48	60	66	47	49
7	54	52	48	62	67	51	56	59
8	53	48	62	73	52	56	59	40
	<b>161</b>	<b>155</b>	<b>160</b>	<b>183</b>	<b>179</b>	<b>173</b>	<b>162</b>	<b>148</b>
<b><u>HS</u></b>								
9	53	58	70	54	62	62	41	54
10	56	63	55	62	60	44	53	56
11	62	53	63	62	49	53	56	39
12	59	65	65	50	54	55	35	59
	<b>230</b>	<b>239</b>	<b>253</b>	<b>228</b>	<b>225</b>	<b>214</b>	<b>185</b>	<b>208</b>
<b>TOTAL</b>	<b>724</b>	<b>735</b>	<b>756</b>	<b>734</b>	<b>731</b>	<b>715</b>	<b>672</b>	<b>675</b>

12.3.1. Classified Staff Hire(s)/Reassignment(s)/Resignation(s)

12.3.2. NASB Monthly Update

AUG  
2025

# NASB BOARD NOTES

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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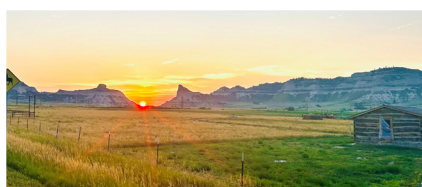
329,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

# Snapshots



## IN THIS EDITION OF BOARD NOTES

THIS MONTH IN ...

TRAINING, NETWORKING, ENGAGEMENT & EVENTS  
ALICAP RETURNING \$1.7 MILLION TO ITS MEMBERS

WELCOME NEW SUPERINTENDENTS & ESU ADMINISTRATORS FOR 2025-26

FEELS LIKE FALL AGAIN  
AT THE BOARD TABLE

GET TO KNOW NASB'S ENDORSED SERVICES

OUT OF THE PUBLIC SCHOOLS: STATE CONFERENCE UPDATE

SCHOOL BOARD MEMBER OF THE YEAR NOMINATIONS DUE

YOUR NASB BOARD OF DIRECTORS & STAFF ... YOUR 2025 NASB AFFILIATES

... AND MUCH MORE!

The NASB provides programs, services, and advocacy to strengthen public education for all Nebraskans. Learn more at [www.NASBonline.org](http://www.NASBonline.org)

# THIS MONTH IN ...

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1,700 Locally Elected School Board Members

260

<https://members.nasbonline.org/>

## THIS MONTH IN ...

A quick snapshot of the various programs, services, support and events NASB has planned for its members in the coming month!

**ADVOCACY & GOVERNMENT RELATIONS ...** With school starting, now is a great time to engage your Senator to come visit your district this Fall - they can't as easily during session!. Let us know if we can help connect you with your Senator. Call Colby & Matt any time!

**ALICAP ...** This month, ALICAP's membership count hits 225 schools and ESUs, with the newest addition of Doniphan-Trumbull. Welcome! Now let's make the 2025-26 school year a great year for pooling!

**AWARDS OF ACHIEVEMENT ...** Our Awards program recognizes board members and collective boards who have earned a new level of success during the points year. We will be recognizing award recipients at our Area Membership Meetings in August and September. Visit the Events page to register for a meeting.

**BOARD LEADERSHIP ...** Check out "At the Board Table" on Page 6 to learn about all things Board Leadership.

**EDUCATION LEADERSHIP SEARCH SERVICE ...** Is your school district or ESU facing a leadership vacancy? Do you have questions about the search process? Did you know NASB provides leadership search services for school districts and ESUs? Catch up with Shari at an Area Membership Meeting or email [sbecker@NASBOnline.org](mailto:sbecker@NASBOnline.org)

**EHA ...** School Board Members: If your district or ESU currently participates in the Educators Health Alliance (EHA), health and dental plan, you have the option to enroll in the plans during the month of August. Open enrollment information is available at the district or ESU office and monthly premiums can be paid to the school district or ESU directly. If you enrolled in the health and dental coverage and you serve at least 5 consecutive years and are over the age of 50, you can continue your health and dental coverage through your district or ESU on the direct bill plan. For more information, please reach out to your school district or ESU or Greg Long at [greg@ehaplan.org](mailto:greg@ehaplan.org)

**ENERGY PURCHASING ...** With the uncertainties over economics, interest rates, and the elections, there has been a significant degree of price volatility going into the cooler Fall months. Your market specialists in NJUMP and CJUMP continue to monitor these changes on a daily basis to find great opportunities for pricing in your future natural gas needs.

**GALLUP STRENGTHS ...** Our featured Gallup theme this month is **Individualization**. With Individualization in your Dominant Strengths, you naturally see what makes each person unique. This creates a culture where people feel truly seen and valued for who they are. Schedule a Gallup Leadership retreat today!

**MEMBER ENGAGEMENT ...** This is our favorite time of year! The NASB staff gets to hit the road and spend time with all of you. In addition to Area Membership Meetings, we look forward to seeing you at Labor Relations and the State Education Conference. We have some cool stuff on the horizon!

**TECHNOLOGY ...** Welcome New Sparq Meetings Subscriber: Falls City Public Schools! Welcome New Sparq Negotiations Subscribers: Ashland-Greenwood Public Schools, and Osmond Community Schools! Sparq Negotiations is right around the corner if you need a refresher or training, please reach out to Darion he'd be happy to schedule something with you.

# TRAINING, NETWORKING, ENGAGEMENT & EVENTS



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<https://members.nasbonline.org/events>

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.



## Area Membership Meetings began August 19



Valentine - Gering - Kearney ✓  
Tuesday, August 26 - York ✓  
Wednesday, August 27 - Norfolk



**Sparq Tailgate @ Arrowhead Stadium (KC) - Thursday, August 28**



## Area Membership Meetings run through September 24



Wednesday, September 3 - North Platte  
Tuesday, September 9 - Omaha  
Wednesday, September 10 - Nebraska City  
Wednesday, September 24 - Fremont

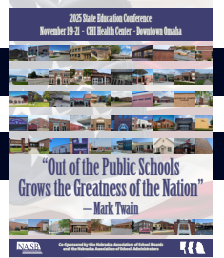
**Thriving Children, Families, and Communities Conference - Tuesday, September 16 - Kearney**



**Labor Relations Conference - October 1-2 - Lincoln**

**State Education Conference - November 19-21 - Omaha**

**"Out of the Public Schools Grows the Greatness of the Nation"  
Registration Opens Wednesday, September 10**



**New Board Member Workshop - Wednesday, December 3 - Kearney**

# ALICAP RETURNING \$1.7 MILLION TO ITS MEMBERS

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<https://alicap.org/>

The ALICAP Board of Trustees is proud to announce that it is returning \$1.7 million to member school districts and educational service units (ESUs) for the 2025-2026 school year in the form of a dividend.

ALICAP provides property, liability, errors and omissions, auto, workers' compensation, pollution, and cyber security insurance to school districts and ESUs that choose to join.

ALICAP is formed under Nebraska's Intergovernmental Risk Management Act, which allows Nebraska's public schools to pool their assets together to provide insurance services to its members. This pooling concept has proven to be a success as over \$33 million has been returned to schools and ESUs in the form of a dividend since 1990. This concept of shared risk management has demonstrated cost savings for Nebraska schools, ESUs, and taxpayers.



Returning dividends to the members is a key characteristic that sets ALICAP apart from the typical insurance provider. Each member district/ESU is an owner of the ALICAP pool, and when the pool has a surplus from any given year, those dollars may be returned to the owners, instead of the traditional insurance provider's stockholders.

ALICAP provides coverage to 225 school districts and ESUs in Nebraska and is governed by school board members and administrators representing its participating members. "I'm proud of ALICAP and what we've been able to do for Nebraska's schools," said Megan Boldt, NASB Associate Executive Director and Director of ALICAP. "ALICAP made six promises to its members back in 1990 and we've stayed true to them over the past 35 years."

To learn more, visit [www.ALICAP.org](http://www.ALICAP.org), or contact Megan Boldt, at [mboldt@NASBonline.org](mailto:mboldt@NASBonline.org)



## Welcome new Superintendents & ESU Administrators for 2025-26

Amherst – Roger Thompsen  
Banner County – Chris Lecher  
Bayard – Lori Liggett  
Boone Central – Chris Look  
Boyd County – Robby Thompson  
Centura – Kaela Heneger  
Crawford – Keri Homan  
Crofton – Mark Wragge  
Dorchester – Nick Mumm  
Elba – Bobby Kelley  
ESU 2 – Mitch Hoffer

ESU 7 – Marci Ostmeyer  
Falls City – Andrew Offner  
Franklin – Shelley Kahrs  
Fremont – Brad Dahl  
Fullerton – Lynn Johnson  
Giltner – Matt Gordon  
Hastings – Chris Prosocki  
Lakeview – Rick Meyer  
Lawrence-Nelson – Josh Lynch  
Lewiston – Todd Halvorsen  
Lincoln - John Skretta  
Loup City – Paul Calvert  
McPherson County – Allison Pritchard  
Norfolk – Bill McAllister

Pawnee City – Todd Evans  
Scribner-Snyder – Kate Chrisman  
SEM – Ben Wright  
Shelton – Rod Engel  
Southern – Virginia Moon  
Sterling – Riley Armes  
Stuart – Travis Ludwig  
Sutherland – Brett Webster  
Sutton – Jason Cline  
Tri County – Brian Rottinghaus  
Twin River – Brandi Bartels  
Weeping Water – Ade Allen  
Winside – Jeff Hoelsing  
Yutan – Brett Schwartz

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<https://members.nasbonline.org/events/area-membership-meetings>

## 2025 AREA MEMBERSHIP MEETINGS

Leadership - Training - Recognition - Networking - Vision

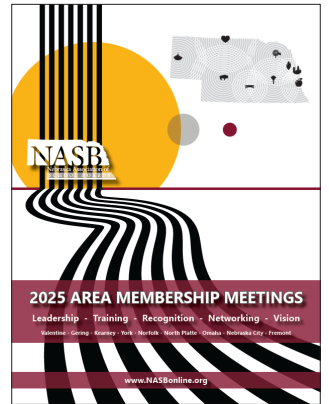
Valentine - Gering - Kearney - York - Norfolk - North Platte - Omaha - Nebraska City - Fremont

Four down. Five to go. Last week saw members of the NASB Staff load up and travel west to Valentine, Gering, and Kearney to kick off the 2025 Area Membership Meetings, last night we conquered York! This year's agenda includes a general welcome from members of the NASB Board of Directors followed by Legislative Update. Two rounds of breakout sessions followed, with dinner and recognition after that! Congrats to all those boards, and board members being honored this year on either an individual or full board level. Those can all be viewed at:

<https://members.nasbonline.org/programs-services/award-of-achievement-recipient>

We jump back on the road tonight with a stop Norfolk, and then close out September in North Platte, Omaha, Nebraska City, and Fremont! Register now if you have not already done so, or feel free to join us on-site if online registration has already closed for your desired location. We will always make room for more members to join us at these learning and networking events!

<https://members.nasbonline.org/events/area-membership-meetings>



# AT THE BOARD TABLE

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## YOUR NASB BOARD LEADERSHIP UPDATE

<https://members.nasbonline.org/board-leadership>



### 2025

For more information about **NASB Board Leadership Services**, including: Board Retreats, Strategic Planning, Community Engagement and Alignment, Online Survey Services/Superintendent Evaluation, Board Self-Assessment, Board Resources, or Board Governance publications, please contact:

Marcia Herring - Katie Corfield - Caden Frank - Stacie Higgins - Ben Anderjaska  
Stephanie Summers - Avary Pansing-Brooks - Becky Erdkamp

## SEPTEMBER BOARD MEETING AGENDA ITEMS

Board Presidents and Superintendents: Please check your inbox for the **[sample] September Board Meeting Agenda** that was emailed to you on Friday, August 15, 2025, from [shiggins@NASBonline.org](mailto:shiggins@NASBonline.org). This agenda is aligned with the NASB Annual Board Calendar for September. If you have any questions or would like the email resent, please contact Stacie at 402-209-1608.

## NEBRASKA ADMINISTRATIVE EDUCATION PROFESSIONALS (NAEP)

Board Secretaries, Business Managers, Bookkeepers, Building Secretaries please be sure to renew or register for membership with NAEP! To receive your free t-shirt, you must complete your renewal/registration by August 31, 2025.

The NASB Board Leadership department facilitates membership and provides professional development for district support staff including, board secretary, district and building administrative assistants, bookkeepers, and business managers. The **Nebraska Administrative Education Professionals (NAEP)** annual membership drive kicks off on August 1, 2025. Membership facts:

- NAEP Membership is made up of **280+ district/ESU secretaries, administrative assistants, bookkeepers, business managers, and other building office staff members** who work with the Board of Education, and Superintendent/ESU Administrator
- NAEP members receive access to a **discussion board** to network and communicate with the entire NAEP community across the state, **document/resource library and shared Google folder** to support your day-to-day work demands, **NAEP member database** to contact and network with other members, etc.
- Annual **NAEP State Convention** to bring NAEP members from across the state together to learn, network, and collaborate. The 2026 Convention will be held on March 24th and 25th at the Holiday Inn in Kearney.
- **Virtual "Table Talks"** and networking opportunities are provided to allow members to connect regarding tips/tricks in addition to the discussion board throughout the year as well as virtual learning opportunities such as **Lunch and Learns**.
- **Additional services** are offered as member needs surface/are requested.

**Interested in joining the NAEP membership, please contact:**

Katie Corfield, NASB Board Leadership Associate - [kcorfield@NASBonline.org](mailto:kcorfield@NASBonline.org)  
Marcia Herring, Director of Board Leadership - [mherring@NASBonline.org](mailto:mherring@NASBonline.org)

## 2025 ANN MACTIER AWARD NOMINATIONS (SBM OF THE YEAR)

See more on Page 10 and at

<https://members.nasbonline.org/board-leadership/ann-mactier-school-board-member-of-the-year-award>

# GET TO KNOW NASB'S ENDORSED SERVICES

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<https://members.nasbonline.org/endorsed-services>

***NASB is committed to providing our membership with high-quality programs, services, and advocacy to strengthen public education for all Nebraskans. In addition to the programs and services provided daily, in-house by the NASB staff, we are also able to offer key additional items through our Endorsement Program. NASB partners with local, regional, and national companies with a like-minded mission to offer a specific niche program or service in addition to those we currently offer which provide savings for school districts and ESUs.***

*For more detailed information, including who to contact, please visit the 'Endorsed Services' link on NASB's website linked above.*



**American Fidelity** - Flexible Spending Account (FSA), Health Savings Account (HSA), and supplemental insurance.

**eFunds for Schools** - Secure electronic payment service that gives school students' parents the ability to pay for school expenses without writing a check or using cash.

**Equifax** - Responds to any and all Unemployment Claims on your district's behalf, provides professional development to your district staff, provides your district with a go-to resource who is an expert on Unemployment Claims, and prepares your district if the hearing process is necessary.

**Lease Purchase Corporation** - Formed in 1992, provides schools and ESUs a cost-effective way to finance the purchase of tangible assets including but not limited to buses, cars, vans, trucks, computers, instructional equipment, portables classrooms, remodeling, grounds equipment, cafeteria equipment, office equipment and furniture, heating and cooling units, and much more. The program allows you to refinance and consolidate existing leases into one loan at the lowest possible rate available at the time.

**National Insurance Services** - Provides schools and ESUs with a variety of supplemental insurance offerings for over 25 years: Group Long-Term Disability, Group Life, Group Accidental Death and Dismemberment, Vision and Health Care Savings Plans.

**Nebraska Liquid Asset Fund** - A money market fund that offers participants an option, other than their local bank, to invest public funds. The primary goal of the Fund is to provide flexibility while ensuring the safety and security of public funds entrusted to it. NLAFF was formed pursuant to the Interlocal Cooperation Act and follows the Nebraska laws governing that process.

**One Source - A Verified Credentials Company and Certified Contractors** - Provides our members with background screening reports as part of their hiring process, and screens for state and federal criminal activity, adult and child abuse, credit history and social security verification. Certified Contractors elevates third-party background screening to support consistent security practices. This service provides an easy-to-use credential that offers a clear picture of vendors through a powerful background check to meet your district's specific security concerns.

**Safe Schools (Vector Solutions)** - Provides over 250 Online Safety Training Courses via the internet, communicating with school staff on the administrator's behalf, and includes State Required Trainings like a one-hour Suicide Awareness Course. Safe Schools is free to any ALICAP member District/ESU.

# 2025 LABOR RELATIONS - OCTOBER 1-2

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**Wednesday, October 1 ... Preconference & Social: The ABCs of Negotiations with The Perry Law Firm**

**Thursday, October 2 ... Keynote & Concurrent Sessions:**

**Leading with Excellence Through Challenging and Changing Times with Dr. Charlie Cartwright**

Concurrent Session Topics Include: Wages and Payment Collection; Negotiations and Arrays; Communication in Labor Relations; School Retirement Plan; EHA Health Care Member Support; HR Hot Topics; Legal Updates; Workers Comp; FLSA; Federal Labor Case Law; Superintendent Role in Board Relations; and more!

For more information and to register go to

<https://members.nasbonline.org/events/labor-relations-conference>

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# OUT OF THE PUBLIC SCHOOLS: STATE CONFERENCE UPDATE

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<https://members.nasbonline.org/events/state-education-conference>



We look forward to seeing you at the 2025 State Education Conference November 19-21, at the CHI Health Conference Center in Omaha

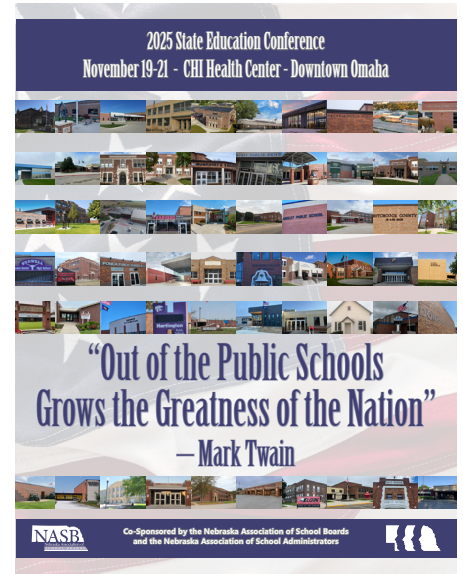
## WHAT YOU NEED TO KNOW!

- Registration opens on Wednesday, September 10
- Hotel room requests open at 10:00 AM CT on Wednesday, September 24
- New this year ... BOOT CAMP! This will run from 7:00 to 8:00 AM on Thursday, November 20. RSVP coming soon!
- Two Pre-Conferences: Wednesday, November 19 from 1:00 to 4:00 PM. "Your Department of Education Unwrapped" and "Utilizing Effective Superintendent Evaluation and Board Self-Assessment to Support Student Success"

Registration for the State Education Conference is a process consisting of two steps. First, you will register for the Conference; second, you will submit your request for a room at the Conference hotels.

Conference registration will open Wednesday, September 10. Once your Conference registration is complete, you will receive an email with your NASB Registration code and a Conference Hotel Room Request link. The room request process will open on Wednesday, September 24. If you would like to request a room at the Hilton hotel, you must register for the Conference and complete the room request before October 29, or until full. If you would like to request a room at the Marriott hotel, you must register for the Conference and complete the room request before October 28, or until full. You will receive an email with specific registration instructions right before registration opens. Call NASB at 402-423-4951 or email [sendorf@NASBonline.org](mailto:sendorf@NASBonline.org) with questions.

**We look forward to seeing you in November!**



# EHA SELECTS BLUE CROSS BLUE SHIELD AS INSURER

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<https://www.ehaplan.org/>



## Educators Health Alliance selects Blue Cross Blue Shield of Nebraska as insurer

Competitive bid process for health insurance program leads to selection

The Educators Health Alliance (EHA) Board of Directors at its July 29 meeting approved a resolution selecting Blue Cross Blue Shield of Nebraska as the insurer for the EHA program for the Sept. 1, 2026 to Aug. 31, 2027 plan year.

The EHA released a request for proposal (RFP) on March 14. Competitive bids were submitted by insurers with the scope and capacity to insure the EHA program. The EHA's decision has been made after the completion of a comprehensive review of the bidding insurers' capabilities, products and costs.

The EHA engaged its consultant, Health Insurance Risk Advisors, as well as Mercer Consultants in the evaluation of the bids. This team utilized experts in health insurance, actuarial science, pharmacy, medical management and customer service in the evaluation.

The EHA plan's insurance coverage includes more than 90,000 education employees, early retirees and their dependents in more than 300 school groups. The statewide health care pool was formed more than 50 years ago. A 12-member board, representing Nebraska State Education Association, the Nebraska Association of School Boards and the Nebraska Council of School Administrators, governs the health care plan.

## SCHOOL BOARD MEMBER OF THE YEAR NOMINATIONS DUE

NASB and the State Board of Education are now seeking nominations for the annual Ann Mactier Award, recognizing one local school board member for their policy leadership and contributions to curriculum and instruction in Nebraska public schools. Please consider nominating a deserving board member for this honor. Application deadline for deserving candidates is September 19, 2025. For further details and application guidelines visit the link below or contact Marcia Herring at 402-423-4951.



<https://members.nasbonline.org/board-leadership/ann-mactier-school-board-member-of-the-year-award>

### PREVIOUS WINNERS INCLUDE:

2024 - Brad Wilkins - Ainsworth

2017 - Bonnie Hinkle - Grand Island

2010 - Kim Fasse - Elkhorn

2023 - Allison Welch - Conestoga

2016 - Terri Haynes - Chadron

2009 - Ron Pearson - ESU #3

2022 - Marcia Mahon - South Sioux City

2015 - Linda Richards - Ralston

2008 - Sandra Jensen - Omaha

2021 - Steve Koch - Hershey

2014 - Brad Krivohlavek - Norfolk

2007 - John Hansen - Bellevue

2020 - Marian Holstein - Winnebago

2013 - Patty Bentzinger - Norris

2006 - Fred Tafoya - Papillion La Vista

2019 - Valerie Fisher - Papillion La Vista

2012 - Kathy Bartek - Falls City

2005 - Wayne Erickson - Wisner-Pilger

2018 - Kathy Danek - Lincoln

2011 - Julie Agard - Kearney

2004 - Ann Mactier - Omaha



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329,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA



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# NASB BOARD NOTES

AUG 2025

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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The NASB provides programs, services and advocacy to strengthen public education for all Nebraskans. Learn more at [www.NASBOnline.org](http://www.NASBOnline.org)

### 12.3.3. NRCSA Monthly Report



# Nebraska Rural Community Schools Association

*Member Update*

*September 4, 2025*



*Photo Credit: Fillmore Central Schools*



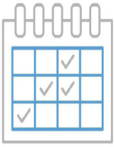
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# NRCSA Calendar

## NRCSA Events

### **NRCSA District Meetings** September 2025

#### South Central

*September 2, 2025*  
*ESU 11 in Holdrege*

#### West

12:00 PM (MT), September 9, 2025  
At the Community Center in Bridgeport

#### Southwest

12:30 PM (Cent Time) September 16, 2025  
At Hershey High School

#### North Central

10:30 AM September 11, 2025  
At Jubilee Catering in Ord

#### Northeast

11:00 AM September 22, 2025  
At Wayne State College

#### Southeast

10:00 AM September 30, 2025  
At the NCSA office in Lincoln

### **NRCSA Legislative Forum**

February 26, 2026  
Cornhusker Hotel in Lincoln

[More about this event](#)

### **NRCSA Spring Conference**

March 18 & 20, 2026  
Crowne Plaza & Younes North Convention Center in  
Kearney

[More about this event](#)

### **NRCSA Golf Tournament**

July 28, 2026  
Meadowlark Hills Golf Course in Kearney

[More about this event](#)

## Committee Meetings

### **NRCSA Executive Committee**

9:00 AM November 19, 2025  
At the CHI Center in Omaha (room TBD)

### **NRCSA Scholarship & Recognition Committee**

10:00 AM November 19, 2025  
At the CHI Center in Omaha (room TBD)

### **NRCSA Closing the Achievement Gap Research Team**

11:00 AM November 19, 2025  
At the CHI Center in Omaha (room TBD)

### **NRCSA Leaders Lunch**

12:00 PM November 19, 2025  
At the CHI Center in Omaha (room TBD)

### **NRCSA Legislative Committee**

1:00 PM November 19, 2025  
At the CHI Center in Omaha (room TBD)

### **NRCSA Rural Teacher Committee**

3:00 PM November 19, 2025  
At the CHI Center in Omaha (room TBD)

## *NRCSA Search Service*

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

### **Axtell Community Schools**

Search starting later!



### **Hayes Center Public Schools**

Search starting later!



### **Potter-Dix Public Schools**

**[Notice of Vacancy](#)**

**[Apply for this Vacancy](#)**

Application Deadline: **Sept. 30, 2025**

Finalists Selected: **Oct. 13, 2025**

Interviews: **Oct. 30, 2025**

Contract Starts: **July 1, 2026**



Access the Members area of [www.nrcsa.net](http://www.nrcsa.net) anytime.

**Login: member Password: learning**

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## ***NRCSA Updates***

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**On Tuesday, September 2, I held the first of NRCSA's six district meetings.** ESU 11 in Holdrege hosted the South Central District meeting. At these meetings I share information on NRCSA and NRCSA offerings, as well as provide a legislative report. Next week starts round 2 as I head to Bridgeport on Tuesday, Sept 9 for the West District meeting and Ord on Thursday, Sept. 11 for the North Central District meeting. The Southwest District meeting will be held in Hershey on Tuesday, Sept. 16, the Northeast District meeting will be at Wayne State College on Monday, Sept. 22, and the Southeast District meeting at the NCSA building in Lincoln on Tuesday, Sept. 30. This provides me with a great opportunity to get out into the state and visit many representatives from our member districts and ESUs. Superintendents and Board members are very welcome to these District meetings.

---

**NRCSA's annual membership drive began on July 1.** Annual Dues remain at \$850. Notices were sent in time for your July board meetings. You are welcome to pay your dues in this fiscal year or the next. Last year we had 224 school districts, ESU's, and State colleges and we expect to continue our annual growth. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support, there is less rural advocacy. Whether we like it or not, the outstate and rural population does not create a legislative majority anymore. In fact, rural Nebraska lost another seat in the Unicameral in the most recent redistricting. Finding success, whether that be by passing, amending, or stopping legislation, comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is "at the table" and making a difference on behalf of our rural students, schools, and communities.

---

**The School Financing Review Commission, which was created this Spring by the Unicameral, had its first meeting on Tuesday, August 12.** Information on the meeting can be found in the following communication from NDE. The next meeting is tentatively set for Monday, September 22, from 1:00 p.m. to 5:00 p.m.. This is a public meeting, which can be attended by anyone. All meeting materials that are shared during the meeting will also be uploaded after the gathering for those who are interested in reviewing them.

The Commission is made up of 18 individuals and is chaired by Commissioner of Education, Dr. Brian Maher. Senators on the Commission include Sen. Dave Murman, Sen. Jana Hughes, and Sen. Eliot Bostar, as well as former State Senators Lou Ann Linehan, Tom Briese, and Fred Meyer. Individuals from the Education world include Brady Superintendent Ann Foster, Pender Superintendent (and NRCSA Legislative Co-Chair) Jason Dolliver, Bennington Superintendent Aaron Plas, Millard Superintendent John Schwartz, Lincoln Associate Superintendent Liz Standish, Lakeview Board of Education President Keith Runge, Omaha Board of Education member Shavonna Holman, and

### **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

Chancellor of the Nebraska State College System, Dr. Paul Turman.

Once we have specifics to the meeting on Sept. 22, we will try to communicate them to you.

---

**NRCSA is excited to introduce 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.

This campaign is available exclusively to NRCSA member districts. To learn more or reserve your spot, contact Anna Weber at [anna@a-plum.com](mailto:anna@a-plum.com) or visit [www.a-plum.com](http://www.a-plum.com).

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**Recently, Minden Superintendent Jim Widdifield contacted the NRCSA office to see if we could be in assistance in helping him conduct a survey concerning Early Childhood programs in our rural schools.** We assisted him with dissemination of the survey and he recently shared results.

From Jim: I have finally completed putting this together for those who filled out the survey. I received a good response from 87 schools. I appreciate all the schools that took the time to complete the survey. I did not include the specific schools in the results, but instead grouped them by size.

I share this information with you, not only because it has some very good information on Early Childhood programs, especially as it pertains to age groups, numbers of staff, and funding sources, but also to remind you that if you are wanting to research something please keep NRCSA in mind. Sometimes we already have compiled the information you are looking for. Also, if you want to do surveys, we can help you to disseminate the survey materials.

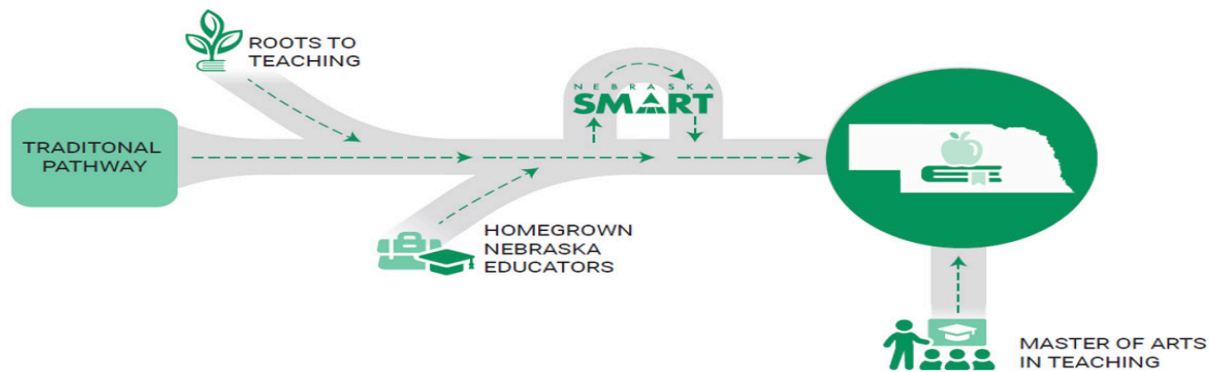
### **Nebraska Pre-School Programs**

I recently had a communique from a member Superintendent as to the history of Equalization Aid in his district. That is something we keep track of on an annual basis for all districts, so his request for help was very easily filled. Again, at NRCSA we may have already compiled information you might be wanting to find. All you need to do is ask!

---

**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](#)

---

### **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 is currently helping the Axtell, Hayes Center, and Potter-Dix Boards of Education with their searches.

One of the more outstanding features of the NRCSA Superintendent Search Service is that the consultants who assist Boards of Education with their searches are all retired rural school Superintendents who experienced great success in their careers. They know what it takes to be successful in a rural school district and community, and how to work closely with a rural school Board of Education.

If your district finds a need to locate your next school leader, please be sure to keep the NRCSA Superintendent Search Service in mind. For more information you can contact Executive Director Jack Moles at [\*\*jmoles@nrca.net\*\*](mailto:jmoles@nrca.net) or by phone at 402-335-7732.

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

### [NRCSA Search Service Brochure](#)

### [NRCSA Planning Support Brochure](#)

---

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

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

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

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

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

*Dear friends,*

*On behalf of the team at OpenSky, I want to thank you for the work you have done to prepare for the important policy work ahead for all of us this year.*

*We wanted to take an opportunity to share a few quick reference materials we have developed that we think will be especially useful this session (attached).*

- 1. A one-page guide to TEEOSA, the K-12 public school funding formula. With significant changes promised to the formula in pursuit of property tax relief, we felt it was important to share the current state of play.*
- 2. A guide on the budget process, including a timeline, who is involved, and a breakdown of important components of the state budget. With a significant deficit heading into session, lawmakers will grapple with complex decisions regarding spending. At OpenSky, we are ready to work towards a budget that reflects the priorities of Nebraskans and allows everyone a shot at The Good Life, and we look forward to partnering with you in this work.*

*I also wanted to introduce you to some new members of our team who you may interact with during the upcoming session:*

*Lillian Butler-Hale joins our team as Outreach and Engagement Director. She replaces Joey Adler Ruane, who will continue to support OpenSky for some time from his new role with the lobbying firm Lindsay Harr MacDonald. Lillian was most recently in the office of Senator Jen Day and will be a great asset to the team during this session. Please make sure to say hello when you see her in the rotunda.*

*Noah Rhoades just joined us in a new role as Outreach and Engagement Manager. He will support our legislative work as well as community engagement and outreach efforts, including coalition building. We are excited to have him on board.*

*We are also launching a refreshed website at [www.openskypolicy.org](http://www.openskypolicy.org), and last, but not least, we have moved! Same building, bigger office. Please make note that our new address is 1325 H Street, Suite 200 Lincoln, NE 68508. We look forward to welcoming you to our new space soon, when we are a little more settled.*

*We are excited to work alongside all of you this session, and here to be a resource. Don't hesitate to reach out to me or anyone on the team if you need us.*

*Onward,  
Rebecca*

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

**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.

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**One of the more outstanding student academic activities that I've had the pleasure of working with is Academic Decathlon.** The nation-wide program provides a prescribed course of study each year. Teams are made up of students of different academic abilities. Students with an "A" average compete against other students with an "A" average, students with a "B" average compete against other students with a "B" average, and students with a "C" average compete against other students with a "C" average. Schools can choose how they prepare for competitions. Some teams meet after school or in the evenings, while some schools offer a class.

There is a regional competition in January, with the State Championships being held in February. Students compete for medals at both events. Scholarships are awarded to members of teams who are successful in the competitions. Three of my four children competed in Academic Decathlon and between them were awarded thousands of dollars in scholarships.

This past year, two NRCSA-member schools qualified for the State Championship: Amherst and Johnson County Central.

Each year there is a central theme for the Academic Decathlon curriculum. For the 2025-25 school year, the theme is "The Roaring 20's". Music, art, and literature will cover the Jazz Age.

If you would like get more information on the Nebraska Academic Decathlon, please contact NRCSA Executive Director Jack Moles of one of the Nebraska Academic Decathlon Co-Executive Directors:

Ardis Moody [ardis.moody@gmail.com](mailto:ardis.moody@gmail.com)

Cris Hay-Merchant [chaymerchant@bellevue.edu](mailto:chaymerchant@bellevue.edu)



JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM



AMHERST ACADEMIC DECATHLON TEAM

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**The NRCSA Executive Committee has made a positive move to assist non-traditional educators move toward full teaching certification.** As a result of this move, new scholarship opportunities were created for paras who are in a “para to teacher program” and for transitional educators. NRCSA will provide three \$1,000 scholarships for the fall semester and three \$1,000 scholarships for the spring semester for the 2024-25 school year. Applicants for the scholarships must be current employees of a NRCSA-member district or ESU. Applicants must be enrolled for that semester in one of two types of programs: (1) in a recognized “para to teacher” program such as is offered by the three State Colleges (Chadron State, Peru State, or Wayne State), or (2) a transition to teaching program in which a person with a minimum of a bachelor’s degree who is employed to teach in a member school while working through a transitional program, such as offered by the University of Nebraska-Kearney. The applicant could currently be teaching under a transitional certificate. Application materials for Spring scholarships were distributed to member Superintendents and ESU Administrators, who were then asked to share with potential candidates in their buildings. The NRCSA Scholarship and Recognitions Committee selected the three Spring semester scholarship winners.

Applications for the 2026 Spring semester scholarships will be open in the fall, at a date to be determined.

NRCSA Executive Director Jack Moles visited Fairbury, Harvard, and Summerland to make the scholarship presentations of the Fall scholarships. The three recipients are Mary LeFave of Fairbury, Ryan Kile of Harvard, and Shayna Strope of Summerland.

Ryan Kile is currently a paraeducator at Harvard High School. He is working on a teaching certificate in Secondary Business Education through Chadron State College.

Mary LeFave is currently a paraeducator at Fairbury High School. She is working on a teaching certificate in 7-12 Biology through the University of Nebraska-Kearney.

Shayna Strope is currently a paraeducator at Summerland Elementary School. She is working on a teaching certificate in Elementary Education through Chadron State College.



*FAIRBURY SUPT DEVIN EMBRAY, MARY LEFAVE, JACK MOLES    HARVARD SUPT MICHAEL DERR, RYAN KILE, JACK MOLES*



*SUMMERLANDE SUPT. MOLLY ASCHOFF, ELEM PRINCIPAL CATHY COOPER, SHAYNA STROPE, JACK MOLES*

**NRCSA has developed a “resource” document to assist members when they want insight on a particular topic.** Often we are contacted and asked if we know of a school that has experience in a topic of interest. Many times we can point them in the right direction, but often we need to put out a request for information to the members. We have developed a list to begin from and already have some contact information on some of the topics. The plan is to feature this list in each of our monthly updates. Below is a link to a copy of 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](mailto:jmoles@nrca.net)) or Jeff Bundy ([jbundy@nrca.net](mailto:jbundy@nrca.net)).

**Board of Education meeting visits.** Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 132 such meetings. I most recently attended the Board meetings at Wauneta-Palisade and Hayes Center on August 11.

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

**Monday, September 8:** Mullen and Sandhills

**Monday, September 15:** Thedford and Stapleton

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.



WAKEFIELD BOARD OF EDUCATION AND ADMINISTRATION



ALLEN BOARD OF EDUCATION AND ADMINISTRATION



EMERSON-HUBBARD BOARD OF EDUCATION AND ADMINISTRATION



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

**September 2025:**

**\* Ravenna teacher Tanner Ellis was named the 2025 Nebraska Economic Educator of the Year and received one of the state’s highest civic honors, being appointed as an admiral in the Great Navy of the State of Nebraska by Gov. Jim Pillen.**



**\* Cedar Bluffs Superintendent Harlan Ptomey has been awarded a Fulbright Scholarship for Global Leadership Award, one just twenty administrators in the United States selected. The award will allow him to visit Finland in January 2026 to study their world-renowned public education system.**



**\* The NSAA announced the 28 recipients of the 2024-2025 NSAA Champions for Coaches Award. This annual recognition honors outstanding coaches across Nebraska who demonstrate exceptional dedication to students, schools, and their communities. Several coaches from NRCSA-member districts were recognized, including:**

- Girls Cross Country: Holly Rieschick, Auburn
- Boys Cross Country: Chris Wiseman, Plattsmouth
- Football: Josh Dean, Hemingford

## Nebraska Rural Community Schools Association

- Volleyball: Julie Ratka, Minden
- Play Production: Sheila Hoelsing, Wausa
- Boys Wrestling: Cole Sittig, Crawford
- Girls Basketball: Maggie Moon, Crofton
- Boys Basketball: Jim McLaughlin, Freeman
- Speech: Kaitlyn Clark, Gothenburg
- Journalism: Kristen Harris, Southwest
- Boys Golf: Taylor Stech, Chambers
- Girls Track & Field: Lori Peters, Wood River
- Boys Track & Field: Joe Ortmeier, Osmond

**\* 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:**

- April 1 – Mark Randolph, West Holt
- April 8 – Mimi Axline, Dorchester
- April 15 – Rich and Carolyn Schliep, Sandy Creek
- April 29 – Kimberly French, Scribner-Snyder
- May 6 – Josh Dean, Hemingford
- May 27 – Jay Lawver, Friend
- June 3 – Heath Ahrens, Pleasanton
- June 17 – Susan Doehling, Shelby-Rising City
- June 24 – Ron Simpson, Burwell
- July 1 – Justine Fischer, Leigh
- July 8 – Kathy Houser, Meridian
- July 22 – Mike Kring, Axtell
- July 29 – Kami Florea, McPherson County
- August 5 – Chris Johnson, Oakland-Craig

**\* Dr. Sean Ahern, a broadcast journalism instructor at Wayne State College, was selected as the 2025 Teaching Excellence Award recipient for the Nebraska State College System.**

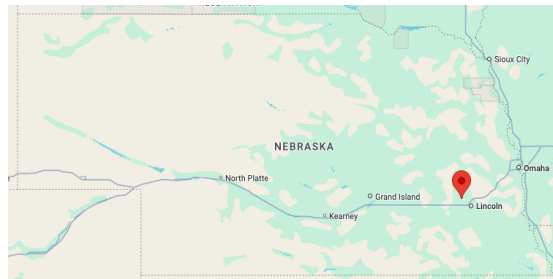


**\* The NSAA and the Nebraska Department of Transportation Buckle Up Phone Down Cup recognizes high schools having the most successful interscholastic activities programs in the state for that year. The divisions of competition include a Girls Division, a Boys Division, and an All-School Division. Schools in each division are divided into four classes, (A, B, C, and D) determined each activities year, based on enrollment. Volleyball classifications are used to place schools in a class for this awards program. NRCSA-member schools placing in the top 5 for each division include:**

- CLASS C GIRLS: Minden (2nd), Gothenburg (3rd), Yutan (4th), and Wayne (5th)
- CLASS C BOYS: Malcolm (1st)
- CLASS C ALL-SCHOOL: Gothenburg (2nd), Minden (3rd), Battle Creek (4th)
- CLASS D GIRLS: Howells-Dodge and McCool Junction (Tied for 1st), Pender (5th)
- CLASS D BOYS: Howells-Dodge and McCool Junction (Tied for 1st), Wausa (4th), Riverside (5th)
- CLASS D ALL-SCHOOL: McCool Junction (1st), Howells-Dodge (2nd)

# MEMBER SPOTLIGHT

## Malcolm Public Schools



Superintendent: **Ryan Terwilliger**

Principal(s): **Amber Dolliver, PK-6; Simon Wiedel, 7-12**



**Mascot:** Clippers

**Enrollment:** 618 students

**Location(s):** Malcolm, NE



Board of Education: **Bill England, Tera Heidtbrink, Lucas Mitchell, Tony Nutter, Amy Spellman, Ed Swotek**

Front Row: Amy Spellman, Tera Heidtbrink-Secretary, Ed Swotek  
Back Row: Tony Nutter-President, Bill England-Vice-President, Lucas Mitchell - Treasurer

## **Programs**

### Title 1 Reading Program

Our Title I Reading program has been highly successful in supporting students' literacy growth through targeted small-group instruction, individualized interventions, and a focus on building strong reading foundations. Mrs. Brittini Peltz is an outstanding teacher who plays a vital role in this success. She not only goes above and beyond to support her students' learning, but she also serves as a valuable resource and mentor to her colleagues. Her dedication, expertise, and collaborative spirit make a lasting impact on both students and staff.

### Building Relationships

Our staff continues to prioritize building strong relationships with students while creating an environment where every child can thrive. On our early dismissal days, students take part in Anchor Time, which provides meaningful opportunities to connect across grade levels and learn from one another. These experiences foster teamwork, leadership, and resilience while reinforcing the idea that every student is a valued part of our school community. By focusing on relationships and connection through our Anchor Time program, we create an environment where students can take steps toward becoming the best versions of themselves.

# MEMBER SPOTLIGHT

## Mullen Public Schools



**Mascots:** Broncos

**Enrollment:** 175 students

**Location(s):** Mullen, NE

**Interesting Fact:** The Mullen Public School district is 1383.8 square miles which is bigger than the state of Rhode Island.

Mullen Public Schools has a Super Bowl Football from Super Bowl XXXVII in 2003 where John Howell, a graduate of Mullen High School class of 1996, was a strong safety for the Tampa Bay Buccaneers.

**Superintendent:** Chris Kuncel

**Principals:** Mike Kvanvig, 6-12; Brett Mauler PK-5

**Board of Education:** Left to right- PK-5 Principal Brett Mauler; 6-12 Principal Mike Kvanvig; Patrick Wright, Treasurer; Casey Phillips; President Liza Simonson; Vice President Dane Peterson; Secretary Mike French; Michael Stichka; Superintendent Chris Kuncel

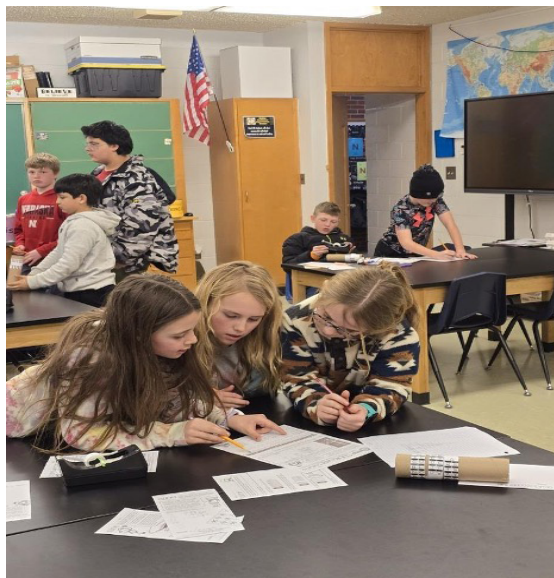




**Programs:**

Mullen Markings is a student-led entrepreneurial venture developed under the guidance of Mullen Public Schools. Mullen Markings provides a variety of different personalized materials such as awards, plaques, cribbage boards, name tags, along with engraved water bottles, cups, glass, metal or wood. Mullen Marking has begun to make all of the awards for the Mid Nebraska Activities Conference. Marketing efforts are led by Mrs. Kelli Walz and her Marketing class, who manage advertising, social media, and web presence. Production is handled by the Plasmacam class, with training and support from Mr. Kyle Hoyt, Mr. Phil Hoyt, and Mr. Mike Kvanvig. All financial operations—including billing and inventory—are managed by Ms. Mellissa Donohoe and the Advanced Accounting class using QuickBooks. Mullen Markings offers students a hands-on learning experience that combines creativity, business skills, and collaboration throughout the school. In the first year of production, they have personalized over 1200 items.

Data Analysis Team (DAT): This is our MTSS process that has been shaped and molded to fit our school. Our DATA sheet was made and designed by our staff to help better shape our needs at Mullen Public Schools. We have a custom made spreadsheet that we use that has every student on it and gives options for reading, math, social emotional, and behavior concerns. It allows our classroom teachers, guidance counselor, special education, title, SLP, OT, PT, and administration to have input on each student. The meeting is tailored to discuss the kids we need to talk about and have a Y, N, W system set up with every student in each area. Yes means we need to talk about them, No we don't need to talk about them, and W is we are watching them. The teacher will write in the concerns and we will discuss these concerns as a group and brain storm ideas. This helps our staff all have input on students and help catch kids falling behind and providing interventions as well as other ideas. Our group has modeled this system with ESU 16 and with Ricky Robertson who is an educational coach. We have a system that works, it's user friendly, and it does what's best for kids.



# MEMBER SPOTLIGHT

## Chase County Schools



**Mascot:** Longhorns

**Enrollment:** 620 students

**Location(s):** Imperial, NE

**Interestign Fact:** The [History of Chase County Schools](#)

Chase County Schools was formed from the unification of multiple rural schools, bringing together students and communities under one district. When our current building was originally constructed, it actually housed **two separate schools** with **two boards of education** operating under the same roof. Elementary students attended the west side of the building as their rural school, while the east side served as a distinct high school. At that time, there were **different mascots, different school colors, and separate identities**—all within the same building. Over time, these traditions came together to form what we proudly know today as Chase County Schools.

**Superintendent: Adam Lambert**

**Principal(s): Becky Odens, K-6; Beau McConnell, 7-12**



**Board of Education:**

Back Row from Left to Right  
**Josh Fries, Steve Wallin, Willy O’Neil, Jeff Banks, Jeff Olsen, Jake Banks**

Front Row from Left to Right  
**Adam Lambert (Superintendent), Carry Terryberry, Cindy Arterburn, not pictured Dan Reeves**



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## ***Updates from Members & Other Entities***

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

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



### **Nebraska SMART Free Online Tutoring for K-12 Students.**

#### **Fall 2025 Tutoring Now Available**

Nebraska SMART offers free, one-on-one online tutoring for K–12 students across the state. Parents and students can schedule tutoring sessions through their Nebraska SMART accounts, request on-demand help during tutoring hours, or set up recurring appointments by submitting the Recurrent Appointment Request Form.

Students are encouraged to bring assignments to each session. Homework can be uploaded directly to the secure classroom, sent in advance to the tutor, or shared by photo during the session.

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#### **Fall 2025 Tutoring Schedule:**

Aug. 18 – Dec. 11, 2025

**Monday–Thursday, 3:30–8:30 p.m. CT**

Days tutoring are unavailable: October 13-14 and November 25 - 28

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#### **How Schools Can Help Promote Nebraska SMART**

- Share program information in school, district, and classroom newsletters
- Highlight Nebraska SMART during Open House and Back-to-School events
- Follow and share Nebraska SMART on Facebook, Instagram, and X (Twitter)
- Post Nebraska SMART updates on school/district social media pages
- Add Nebraska SMART as a student resource on your district website
- Share information with teachers, counselors, and other staff
- Communicate with Parent/Teacher Associations
- Display posters in visible school locations (mailed in July)
- Provide your district technology team with the Nebraska SMART domain allowlist guide

Please note: Nebraska SMART tutoring is available only for K–12 students. Promotional materials should not be shared with Pre-K students.

## Learn More

Website: [www.nscs.edu/nebraskasmart](http://www.nscs.edu/nebraskasmart)

Email: [nebraskasmart@nscs.edu](mailto:nebraskasmart@nscs.edu)

Social Media: [Facebook](#), [Instagram](#), [X \(Twitter\)](#)

Thank you for helping us connect Nebraska students with the academic support they need to succeed.

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

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

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

### [Strengthening Rural Communities Through Public Education](#)

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

### [State by State Fact Sheet](#)

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

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

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

### [Board Member Onboarding](#)

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**From Rebecca Vogt, UNL**

Today we are releasing the first of the reports from the 2024 Rural Poll, focusing on the well-being of rural Nebraskans. The report can be accessed online. The press release for this report can be found here.

**Well Being of Rural Nebraskans**

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**From Jay Martin, NDE Director of School Safety & Security**

Hello All,

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

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

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

Thanks for all you do in school safety.

**School Safety Newsletter Spring 2025**

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

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

We in the Institute of Agriculture and 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](mailto:tmittelstet@unl.edu)) is serving as the CASNR Statewide Education and Career Pathways Coordinator and Bailey Feit ([bailey.feit@unl.edu](mailto:bailey.feit@unl.edu)) serves as the LPS/CASNR Early College and Career Pathways Coordinator. They engage in co-creating education and career pathways for students and supporting teachers by:

- creating opportunities and minimizing barriers for all learners in the exploration of education and career pathways,
- investing in and supporting teachers to innovate and integrate cross-curricular concepts of Food, Energy,

Water, and Societal Systems (FEWSS) throughout K-12 education,

- encouraging our higher education institutions to share content expertise to build curriculum that will inform best practices in the areas of FEWSS and mentor future systems thinkers for the continuum of learners through our higher education institutions,
- connecting and developing a team of community leaders to build partnerships that combine resources to support student and teacher innovation, and
- building a workforce of tomorrow with the support of the industry of today by developing work-based learning opportunities.

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

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

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**The College & Career Success Team is led by Dr. Dawn Lindsley ([dawn.lindsley@unl.edu](mailto:dawn.lindsley@unl.edu)) at the State 4-H Office and Jacie Milius ([jacie.milius@unl.edu](mailto:jacie.milius@unl.edu)) in Gage County.** In 4-H, we believe in the power of young people. With nearly six million members nationwide and 140,000 in Nebraska, we empower youth to lead for a lifetime. In a rapidly changing world, it's crucial for young people to be equipped with the right mix of knowledge, skills, and experiences for their transition from education to the workforce. Through our programming, we provide developmentally appropriate, experiential learning opportunities to help youth and adults explore postsecondary education and career options, preparing them to reach their fullest potential in today's dynamic job market. If you would like to learn more, please visit <https://4h.unl.edu/programs-priorities-career-college-success>.

Nebraska students are the leaders, innovators, and problem-solvers of tomorrow. Through collaboration with business & industry, organizational, and postsecondary partners, school districts can provide students with invaluable real-world experiences, access to resources, and insights into the demands of the workforce. We can bridge the gap between education and employment, equipping students with the skills, knowledge, and connections they need to thrive in the competitive global economy. Together, we can create a brighter future for our students and our communities.

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**The National Rural Education Association, in partnership with the Rural Schools Collaborative, has issued a study entitled WHY RURAL MATTERS.** The report "looks critically at how educational supports and resources for student well-being are being distributed, casting light on which of our rural children are in need of additional support". The study is well done and shows Nebraska in a pretty positive light. I would encourage you to take a look at WHY RURAL MATTERS, which can be accessed here:

### [Why Rural Matters](#)

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

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

### [Understanding REAP](#)

**The American Heart Association is committed to partnering with schools in rural Nebraska to improve the health of their communities. A few of these opportunities include:**

**Tobacco Free Schools.** Unfortunately, recent data reveals the ongoing challenges of youth tobacco use. The 2021 National Youth Tobacco Survey showed that: Approximately 2 million MS/HS students reported using e-cigarettes during the pandemic; nearly 85% of them used flavored tobacco products. More than 4 in 10 HS students and nearly 2 in 10 MS students who used e-cigarettes did so 2 out of 3 days and youth showed a strong brand preference.

Many schools have struggled to keep up with the continued innovation of the tobacco industry. To help address that, the American Heart Association created our Tobacco Free Schools Toolkit. The toolkit is designed to help schools update their policies so that now – and in the future – they will cover all products, people, and places while providing mechanisms that support students who are battling tobacco addiction. More information/resources are here.

**Improving Cardiac Response in Schools.** Did you know that the odds of surviving a cardiac arrest in rural areas is only about half of that in an urban area? In the aftermath of a cardiac emergency - minutes matter. The Chain of Survival starts with those who are present and requires everyone to do their part. The American Heart Association is committed to building a Nation of Lifesavers to and to helping school districts and other entities develop [Cardiac Emergency Response Plans](#). These plans consider: access to functioning AED's, a strong base of CPR knowledge and training, as well as the identification of a response team and the annual practice of a cardiac emergency. Tim Nikolai, Sr. Rural Health Director at the American Heart Association can help. Please reach out to: [Tim.Nikolai@heart.org](mailto:Tim.Nikolai@heart.org).

**[Learn CPR in 60 Seconds](#)**

A note from Mr. Nikolai:

*For those I have not met previously, I am the **American Heart Association's** lead for rural health in the Midwest Region, inclusive of your states. My role allows me to work collaboratively with all manner of organizations that are in a position to impact health in their communities – and schools are certainly near the top of that list.*

*There are many ways our organization has worked to collaborate with schools – supporting access to nutritious, affordable food, helping to address the ongoing challenges of vaping/tobacco use, and more. Today, though I'm focusing primarily on our resources to assist with cardiac readiness / cardiac emergency response planning. Much of the country was watching – or has followed since – the **collapse of Buffalo Bills' safety, Damar Hamlin, on Monday Night Football**. Fortunately, Damar's story had a happy ending. Our goal is to maximize the opportunity for everyone to have a similar outcome should they experience a Sudden Cardiac Arrest. Most organizations will not have the resources that the NFL does to ensure player safety, but there is much that can be done, especially with proper planning.*

*Some data suggests that **nearly 1% of schools will be the site for an out of hospital cardiac arrest annually**. For a variety of reasons, rural areas are disproportionately impacted by both rates of cardiac arrest and poor outcomes. We know that prepared and equipped schools mean better outcomes for staff, students, visitors, and the communities that so often gather in school spaces.*

*We have recently built out/updated a variety of tools to assist schools – and other organizations – with their cardiac readiness. These include:*

- *Sample Cardiac Emergency Response Guidelines and Plans.*
- *A toolkit to maximize the impact of AED placement and implementation.*
- *Training and awareness tools to help with Hands-Only CPR knowledge for staff and students.*
- *A revamped, training site search feature, for coaches, nurses, and others who need CPR certification.*

## Nebraska Rural Community Schools Association

- *In some cases, we may have – or be able to help secure – financial resources to help schools with purchasing/maintaining AEDs, CPR mannequins, etc. Hearing the scope of that need can help us secure additional resources, so please let us know!*

***Please let me know if you see an opportunity or need to dialogue about these resources further or share them with your member districts. I'm happy to assist with newsletter copy, join or host webinars, or other ideas that fit your standard means of communication.***

*Finally, at the risk of sharing too much – a few other notes I wanted to highlight.*

- *I've attached an invitation for our **Fall Educator Series**. Administrators/Educators from all districts are welcome to attend the sessions they are interested in. You'll see the one in November is on Cardiac Emergency Response Planning.*
- *Last year some 1300+ rural schools in the Midwest participated in our Kids Heart Challenge program. They raised life-saving money for our mission, earned PE equipment for their schools, and helped improve health knowledge in their community. Last year, tens of thousands of families learned Hands-Only CPR through the program.*
- *Thanks to the **Missouri Rural Health Association** for sharing our HeartCorps program on their home page. That opportunity exists for IA, KS, KY, MN, MO, NE, OH, and WI. Happy to chat more!*

**[American Heart Association Service Summary](#)**



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

Book your School's Presentation

Parent Meetings or Special Events

# THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

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

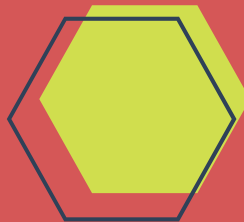


## Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

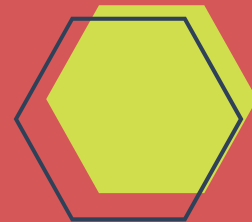


## During the Game/Event

Modeling Appropriate Behavior

Big Picture

One Instructional Voice



## After the Game/Event

Time & Space

Confidence Building

Relationship Building

Six Powerful Words

NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508

402-310-5472 | darin@ncacoach.org

Official Association Endorsements as of September 1





**Nebraska School Administrators & School Board Members,**

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

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

**Presentation Details:**

45-Minute Parent Presentation with One School or Combined Schools

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

Audio/Visual Requirements from the Host School:

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

**Cost – Payable the Day of Presentation:**

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

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

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

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

*Darin Boysen*

Darin Boysen  
Nebraska Coaches Association

**Official Association Endorsements – as of September 1**



**The National Rural Education Association’s Legislative Committee (of which NRCSA is a member) continues to represent rural education on the Federal level.** NRCSA Executive Director Jack Moles and NRCSA Legislative Committee Co-Chair Bryce Jorgenson (Supt. at Southern Valley) attended the NREA Federal Legislative Summit in Washington DC on April 6-8.

NREAs Legislative Agenda for 2025 is as follows:

One in five students attends a rural school. Rural schools provide education critical to future productive citizenship for children and youth in rural communities. Rural schools and higher education institutions play important roles beyond teaching and learning as the economic and social hearts of the communities they serve. America can thrive when rural communities thrive, and rural communities cannot succeed without strong preK-12 and postsecondary learning opportunities. As the oldest (1907) education association representing rural educators, the National Rural Education Association (NREA) supports education opportunities for students from early childhood through postsecondary education to include federal support for early childhood education, K-12 education, and a wide range of postsecondary education opportunities.



JACK MOLES AND BRYCE JORGENSEN AT THE U.S. CAPITOL



NRCSA EXECUTIVE DIRECTOR JACK MOLES & SOUTHERN VALLEY SUPT. BRYCE JORGENSEN WITH NEBRASKA SENATOR DEB FISCHER (1999 NRCSA Outstanding Board of Education Member)

Bryce and Jack met with the offices of each of Nebraska’s contingency in Congress. They specifically shared three points of emphasis with them:

- Maintaining funding promises via programs such as REAP, Title I, and e-Rate in light of the changes being made to the US Department of Education.
- Full funding of IDEA was stressed. This would bring about \$171 million more to Nebraska public schools in support of Special Education services.
- Passage of the Secure Rural Schools Reauthorization Act of 2023. This would bring almost \$200,000 to school districts surrounded by tax-exempt public lands.

1. **RURALSCHOOL FUNDING** • NREA urges Congress to sustain and, where possible, increase funding to Title V, Part B of ESSA, the Rural Education Achievement Program, with a specific increase to the Rural Low-Income School program. • NREA supports investments in the Secure Rural Schools Programs (SRS) that provides critical funding for districts impacted by federal lands. NREA supports long-term dedicated SRS funding for 5-10 years and retroactive appropriations to ensure no disruption in funding. • NREA requests that Congress fully fund the Individuals with Disabilities Education Act (IDEA). To honor the commitment to support the education of students with disabilities, Congress should act immediately to restore full funding to IDEA. • NREA opposes efforts to privatize or redirect federal funds to privatize education such as voucher programs, attempts to incentivize federal tax credits for donations to private schools, and proposals to create educational savings accounts for K-12 students.
2. **RURAL EDUCATION DATA AND RESEARCH** • NREA expresses strong support for continuation of the National Center for Education Statistics (NCES). This will ensure collection and reporting of data about all schools including low-income and rural schools (including locale codes). NREA believes that accurate identification of rural schools is necessary to guide federal investments in rural schools and communities. • Data is essential to understand those practices that support rural students and advance rural education. • NREA supports continuing and increasing federal investment in data-driven rural education research.
3. **RURAL TEACHER EDUCATION AND**

WORKFORCE INVESTMENTS • NREA supports increased access and funding to career and technical education (CTE) programs in high school and post-secondary education to ensure a healthy rural workforce. • NREA supports the reauthorization of the Workforce Innovation and Opportunity Act and the National Apprenticeship Act. WIOA increases the availability of services and supports in schools so students have access to youth apprenticeship and pre-apprenticeship programs. • NREA supports the preservation and expansion of federal grant and loan forgiveness programs that support the preparation of teachers and other school personnel, especially those that encourage individuals to work in rural districts and communities.

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**The Committee for Education Funding (CEF) is a group that the NREA Legislative Committee works with.**

Sarah Abernathy, CEF's Executive Director, provided an update following in November's elections. She does provide a decent overview of what the national landscape might look like moving forward. (Please note that all of CEF's views do not necessarily reflect all of the views of NREA or NRCSA.)

FROM SARAH:

*I. The election and CEF's mission to support investments in education*

*Dear CEF Members:*

*As we digest the results of yesterday's election and wait to find out which party will lead the House in the 119th Congress, I imagine many of you are focused on what this means for governing in general and for education funding and policy in particular. We will certainly be facing a more challenging environment for investing in education and for ensuring that the federal government supports and protects students, educators, and education institutions as the country continues to educate students of all ages. CEF's mission to increase the federal investment in education will not change, but we'll have to focus more on defense against funding cuts. We will continue to point out the results of education investments – for students immediately and for economic growth in the long term. We will need to communicate well, broaden our community of advocates, and target our efforts so they are as effective as possible.*

*Things to keep in mind – I generally hope for the best but try to prepare for the worst. I wasn't prepared for last night, but just made a list of some things I expect from a Trump Administration's education agenda, and*

*how likely they are to happen. Key things to keep in mind:*

*Congress did not enact past Trump budgets that cut education funding – In fact, Congress ignored the Trump Administration's requested steep cuts and increased education funding. I don't expect education funding increases now but do know that Members of Congress do not want to vote for bills that will cost jobs in their district or harm their constituents. One of our jobs will be to continue to highlight why investments in education are so important to those who need to be convinced.*

*It is hard to make big changes in government quickly – Some Republicans want to eliminate the Department of Education, while continuing many programs at lower funding but in either the Department of Labor or in Health and Human Services. This type of change is hard to enact. There do appear to be some executive actions that would eliminate civil servant positions, and it's easy to shrink a government agency by not hiring behind staff who leave. If Republicans keep control of the House next Congress, they could use the budget reconciliation process to fast-track passage of tax cuts and cuts to entitlements, since reconciliation bills need only a majority in the Senate, not the customary 60-vote margin to pass.*

*Administrative/regulatory agendas change with each Administration – Since recent presidents have not been able to enact much of their agendas because they often split power with Congress, each successive administration has made changes with executive action, which are then reversed by the next administration. A Trump administration is likely to reverse Biden Administration student loan debt relief executive actions and impose new ones that support their agenda, such as limiting Diversity, Equity, and Inclusion requirements, limiting transgender student participation in sports or protections at the school level, and changes in interpretation of student civil rights protections.*

*Possible Republican policy agenda focused on the private sector (except for IHEs) – Conservative theory tends to support the private sector as a more efficient than the public sector for accomplishing goals, and I'd expect to see a renewed focus on support for private school vouchers that families could use toward private school education, more tax policy supporting private school tuition, and "local control" for public schools. At the higher education level, Republicans are likely to sharpen their attention to college admission*

policies, protections for freedom of speech, policies regarding civil rights, and taxation of endowments. This can occur through appropriations and tax policy (forbidding federal funding if a recipient does a certain thing or requiring a certain action to receive federal funding), and through oversight hearings and federal administrative actions, among other actions.

What's next?

Changes in House and Senate party and committee leadership – We'll know more after all House races are called. The Washington Post has a handy list of the current Republican and Democratic seats most likely to change party, and ACG Advocacy is updating its own list of seats still to call, which I'll share. Meanwhile, I've attached a document that ACG prepared on Friday showing who is in line to head each Senate and House committee for each party depending upon who is in the majority, and who is in line for party leadership positions. Republicans plan to hold leadership elections next week, although the House could push its schedule back depending on what is known about all the remaining elections still to be called.

FY 2025 appropriations likely not finalized in December – The government is operating on an extension of fiscal year (FY) 2024 funding that expires on December 20. I think it is now likely that Congress will not finalize FY 2025 appropriations bills by then and will instead extend funding into next Spring (this is what House Speaker Mike Johnson (R-LA) supported when the current 3-month extension was enacted in September), giving the new Republican Administration and Senate more say in the outcome. That outcome does not bode well for investments in education; the current bipartisan appropriations bill approved by the Senate Appropriations Committee includes \$12 billion more for the Department of Education programs than the Republican bill approved by the House Appropriations Committee.

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**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\*\*](#)

### **UNL Tuition Discount & GOLD Grant**

We have a new tuition discount program aimed at better serving folks from rural districts who are seeking school leadership degrees (MEd – principalship, EdD – superintendency)– or endorsements. The program provides a 15% tuition discount for educators who serve in NRCSA member districts or are in an area classified by NCEES as rural or town. We think this is a small but important step toward helping rural schools be intentional about growing their own leaders. If interested, please contact Dr. Nick Pace at [\*\*nick.pace@unl.edu\*\*](mailto:nick.pace@unl.edu)

### **Big Red Leader Website**

### **Big Red Leadership Flyer**

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### **Chadron State College Special Education Para-Teacher Program Initiative.**

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

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

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

**When:** once participants reach their senior academic year they will embark on completing their capstone course work, via online and Zoom class sessions. This course work has been pared down considerably with the understanding and assumption that these student teachers will be learning “on-the-job”. For example, one

section covers classroom management practices. Clearly, one can argue and attest that these student teacher interns are learning more about managing a classroom from being mentored by veteran teachers within your school, and observing them in action. This is the belief and learning approach embraced during this senior year. However, to ensure and assess concept learning, Chadron State faculty will be meeting with your student teacher cohort twice per week for 1.5 hours, via Zoom conferencing technology.

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

**Things for your consideration:**

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

Please contact Dr. Adam Fette for more program information, at [afette@csc.edu](mailto:afette@csc.edu).

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**The UNL Department of Educational Psychology has received a grant from the Swanson Foundation which allows them to offer mental health services to rural schools.**

From Dr. Michael Scheel, Chair of the UNL Department of Educational Psychology:

*The UNL Department of Educational Psychology would like to offer counseling and psychological services, as well as consultation services to the schools and communities of Southeast Nebraska. We run a mental health counseling and therapy clinic and we are offering counseling and consultation services to teachers, administrators, students, and community members of Southeast Nebraska. Services will be provided through remote and confidential means (i.e., Zoom conferencing). We are hoping that schools, families, and individuals contact us to schedule an*

*appointment for a telehealth counseling or consultation session.*

*We have recently learned that a donor will support our work with individuals living in rural Southeast NE by paying all fees for services. Thus, whoever seeks out our services will simply have to indicate they live in Southeast Nebraska, and any services we provide will be paid for through the UNL Foundation. Individual, couple, and family counseling will be provided without financial expense. Additionally, we can provide teachers, school administrators, school counselors, and school social workers consultation services for students of their schools without charge.*

*We are very excited to enter a partnership with schools and communities of SE Nebraska to promote mental health and well-being. We are aware of the mental health counseling disparities that exist in Nebraska rural areas, and our department, our College of Education and Human Sciences, and UNL are highly interested in offering our expertise and resources with the goal of enhancing the well-being of SE Nebraska individuals, schools, and communities. We are a group comprised of licensed psychologists and psychology graduate students who regularly provide services through our clinic to the Lincoln community. We are seeking to reach beyond Lincoln to connect more with surrounding rural areas. We also are acutely aware of the importance of addressing mental health concerns right now as we all are experiencing the stress of going through the COVID-19 pandemic.*

*The Counseling and School Psychology Clinic is a training clinic in which graduate students in counseling and school psychology work with clients under the supervision of licensed psychologists. Services are available to all on a sliding scale. For clients from SE Nebraska communities, services will be paid for through UNL Foundation funds supplied by a donor who cares deeply about the welfare of schools and communities in SE Nebraska. Counseling services are offered to improve well-being, improve academic and behavioral issues, stabilize mood, manage stress, and improve life-adjustment issues.*

*For more information, please visit our clinic website:*

<https://cehs.unl.edu/edpsych/clinic/>

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**A common theme from some of the decision makers on the state level is that “out of control” local spending is to blame for the property tax**

**problem.** NRCSA, along with many other educational entities, maintains that we do not have a school spending issue, but instead have a school funding issue. Attached are two reports, one from NRCSA, the other from Open Sky, that discuss the myth of “out of control” school spending. It is my hope that administrators and Board of Education members will read, then use these reports to counter those claims. When you do please tell your district’s story as that is the most powerful way to get this message across.

### [NRCSA Spending Study](#)

### [A Look at School Spending in NE from Open Sky](#)

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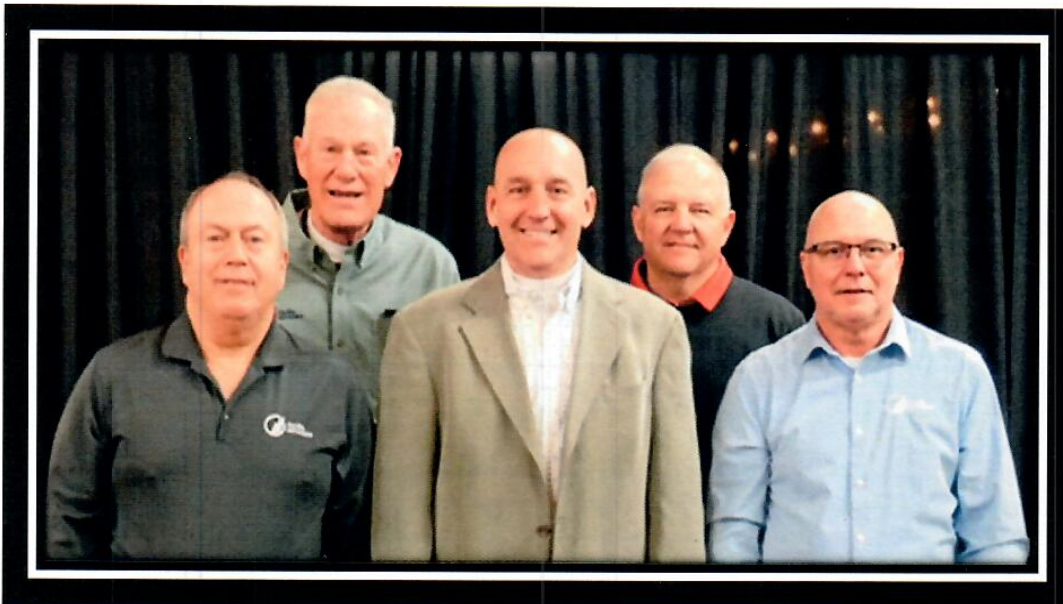
**NRCSA developed a corporate sponsorship/partnership program.** The program is designed to provide our corporate partners with more opportunities for contact with the decision makers in our member school districts, ESUs, and the colleges through increased exposure. Corporate partners are able to choose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

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



## Your “ONE STOP” Provider for School Buildings Projects

- Our focus as an Energy Services Company (ESCO) is to partner and provide Energy Conservation Measures which solve building problems and save energy dollars.
- We provide Service Contracts for Nebraska Public School Districts on HVAC & BAS equipment to ensure preventative maintenance tasks are performed as needed.
- We partner with districts to develop both short-term equipment replacement priority lists that will improve In-Door Air Quality and reduce energy consumption.
- We partner with district on long term remodeling and/or new square footage needs.



## Experienced & Trusted Solutions Team

Team includes: (left to right)

Dan Bird (308) 730-1876  
Larry Cihal (402) 699-8755  
Dave Raymond (402) 206-8777  
Greg Barnes (402) 643-1294  
Byron Copeland (402) 719-1829

Located:

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[draymond@facilityadvocates.com](mailto:draymond@facilityadvocates.com)  
<https://www.facilityadvocates.com>



# Purple Ribbon Partners



### **Apptegy**

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### **Cornhusker International Trucks**

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### **Clark Enersen Partners**

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### **DLR Group**

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### **CMBA Architects**

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### **Facility Advocates**

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# Purple Ribbon Partners



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## Farris Engineering

Kate Breitenfeld  
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## MCL Construction

Travis Justice  
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## Network For Educator Effectiveness (NEE)

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PIPER | SANDLER

## Piper Sandler & Co

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## RMV Construction

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## Trane Technologies

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Tyler Petersen  
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Beachwood, OH 44122  
Phone: (909) 302-0617  
tpetersen@tremcoinc.com



## Voss Lighting

Randy Herrick  
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Omaha, NE 68137  
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randy.herrick@vosslighting.com



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Jacob Sertich  
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Franklin Covey Education



On to College



Sampson Construction



Student Assurance Services

## Contact Information

---

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### **Legislative Contacts**

#### **U.S. Senators**

[Deb Fischer](#)

[Pete Ricketts](#)

#### **U.S. House of Representatives**

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

#### **Nebraska Governor**

[Jim Pillen](#)

#### **NE State Senators**

[Bob Andersen, Dist 49](#)

[John Arch, Dist 14](#)

[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

[Carolyn Bosn, Dist 25](#)

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[Danielle Conrad, Dist 46](#)

[Wendy DeBoer, Dist 10](#)

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[Myron Dorn, Dist 30](#)

[Robert Dover, Dist 19](#)

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[Dunixi Guereca, Dist 7](#)

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[Mike Jacobson, Dist 42](#)

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[Dan Lonowski, Dist 33](#)

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[Ashlei Spivey, Dist 13](#)

[Tonya Storer, Dist 43](#)

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[Paul Strommen, Dist 47](#)

[Brad Von Gillern, Dist 4](#)

[Dave Wordekemper, Dist 15](#)

# Nebraska Rural Community Schools Association



*“Quality Rural Schools”*

[www.nrcsa.net](http://www.nrcsa.net)



## *NRCSA Programs*

[New Leaf Teletherapy](#)

[Planning Support Service](#)

[Scholarship and Awards Programs](#)

[Superintendent Search Service](#)

[USBank OneCard Program](#)



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



[www.nrcsa.net](http://www.nrcsa.net)



[www.twitter.com/NRCSA1980](https://www.twitter.com/NRCSA1980)



[www.facebook.com/nrcsahome/](https://www.facebook.com/nrcsahome/)

12.3.4. Update on Superintendent Goals

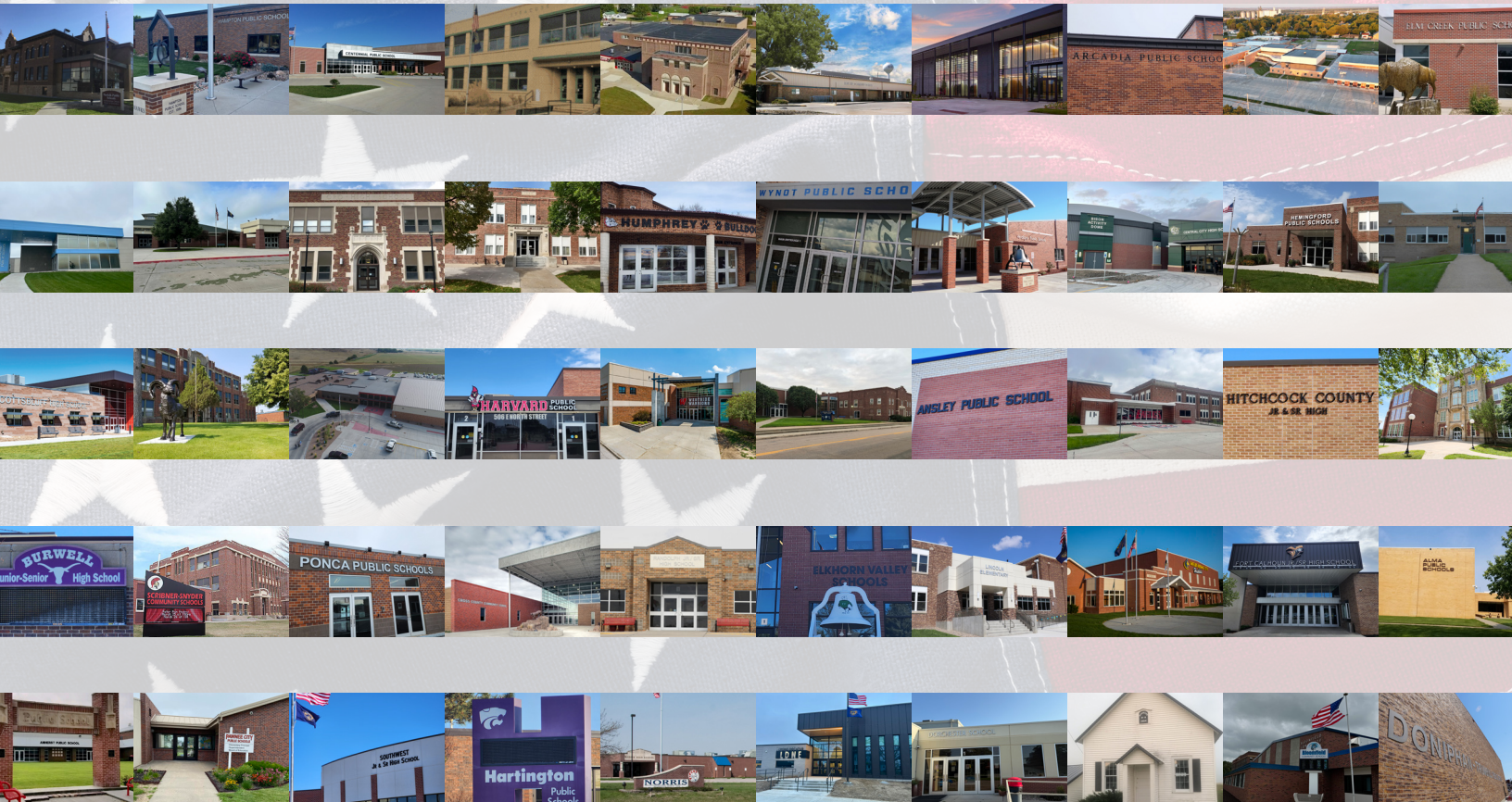
12.3.5. Safety Report

12.3.6. Facilities Report

12.3.7. Important Upcoming Dates

# 2025 State Education Conference

## November 19-21 - CHI Health Center - Downtown Omaha



“Out of the Public Schools  
Grows the Greatness of the Nation”  
— Mark Twain



REGISTRATION FOR THE 2025 STATE EDUCATION CONFERENCE WILL OPEN WEDNESDAY, SEPTEMBER 10, 2025

To register, go to [www.NASBOnline.org](http://www.NASBOnline.org)

Log in using your email and password, and click the 'Events' tab to register.



Registration fees for the conference are as follows:  
 REGISTRATION SEPTEMBER 10 - NOVEMBER 7  
 PRE-CONFERENCE REGISTRATION  
 CANCELLATION FEE (PRIOR TO 11/7)  
 (No refunds after the registration deadline)

<b>\$350</b>	LATE-REGISTRATION NOVEMBER 8 - ON-SITE	<b>\$400</b>
<b>\$100</b>	NON-MEMBER	<b>\$900</b>
<b>\$150</b>	<i>(Substitutions are done at no charge)</i>	

## Hotel Reservations

TO RESERVE ACCOMMODATIONS AT THE CONFERENCE HOTELS YOU MUST FIRST REGISTER FOR THE CONFERENCE AS DESCRIBED ABOVE.

To qualify for a room, you must first register for the Conference.

Once your conference registration is complete, you will receive an email with your NASB Registration code and a Conference Hotel reservation link. The code will not be activated until 10:00 AM CT, Wednesday, September 24, 2025

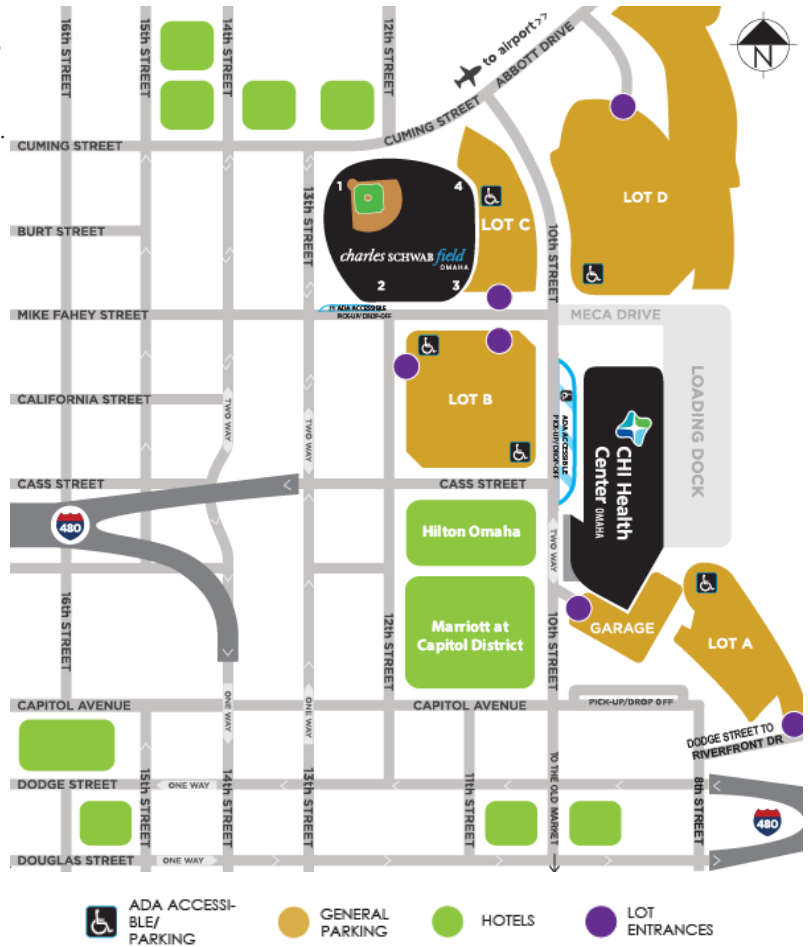
SUBMIT YOUR CONFERENCE HOTEL ROOM REQUEST WEDNESDAY, SEPTEMBER 24, 2025.

THE OMAHA CONVENTION & VISITORS BUREAU WILL ACT AS THE HOUSING AGENT FOR ALL PROPERTIES.

Hilton Omaha - 1001 Cass Street  
 \$161 per night  
**ROOM REQUESTS WILL BE ACCEPTED UNTIL OCTOBER 29, OR UNTIL FULL**

Omaha Marriott Downtown - 222 North 10th Street  
 \$164 per night  
**ROOM REQUESTS WILL BE ACCEPTED UNTIL OCTOBER 28, OR UNTIL FULL**

A RESERVATION AT ONE OF THE ABOVE IS NOT REQUIRED TO ATTEND THE STATE EDUCATION CONFERENCE



## WEDNESDAY, NOVEMBER 19

Pre-Conference Sessions  
1:00 to 4:00 PM

Exhibitor Reception  
4:00 to 5:30 PM

## THURSDAY, NOVEMBER 20

Board Member Boot Camp  
7:00 to 8:00 AM

Opening Keynote Speaker  
8:15 to 9:30 AM

A - Breakout Sessions  
9:45 to 10:45 AM

B - Breakout Sessions  
11:15 AM to 12:15 PM

Thursday Luncheon Keynote Speaker  
12:30 to 2:00 PM

C - Breakout Sessions  
2:15 to 3:15 PM

D - Breakout Sessions  
3:30 to 4:30 PM

## FRIDAY, NOVEMBER 21

Classroom Showcase  
8:00 to 11:30 AM

NASB Delegate Assembly  
8:00 to 9:30 AM

NASA Membership Meeting  
8:00 to 9:30 AM

E - Breakout Sessions  
9:15 to 10:15 AM

F - Breakout Sessions  
10:30 to 11:30 AM

Friday Luncheon Keynote Speaker  
11:45 AM to 1:15 PM

19<sup>th</sup>

## DAY 1

WEDNESDAY, NOVEMBER 19, 2025

NASB LEGISLATION COMMITTEE MEETING

NASA EXECUTIVE BOARD MEETING

PRE-CONFERENCE SESSIONS

EXHIBITOR RECEPTION

NASB BOARD MEETING

20<sup>th</sup>

## DAY 2

THURSDAY, NOVEMBER 20, 2025

BOARD MEMBER BOOT CAMP

OPENING & LUNCHEON KEYNOTE SPEAKERS

SUPERINTENDENT OF THE YEAR RECOGNIZED

BREAKOUT SESSIONS (A, B, C & D)

21<sup>st</sup>

## DAY 3

FRIDAY, NOVEMBER 21, 2025

NASB DELEGATE ASSEMBLY

NASA MEMBERSHIP MEETING

CLASSROOM SHOWCASE

BREAKOUT SESSIONS (E & F)

SCHOOL BOARD MEMBER OF THE YEAR PRESENTED

CLOSING KEYNOTE SPEAKER

ADJOURN



## REDEFINE IMPOSSIBLE

### JAMES LAWRENCE

**THURSDAY MORNING OPENING SPEAKER - 8:15 TO 9:30 AM**

Known as The Iron Cowboy for the signature cowboy hat he wears while running races so his five kids can see him coming from far away, James Lawrence is an ultra-endurance athlete who has pushed himself beyond what many doctors previously believed to be physiologically possible. In so doing, he has redefined both mental toughness and physical endurance. James spent a decade in the mortgage and finance business before losing it all in the financial crisis of 2008. At rock bottom, his career as the greatest endurance athlete on the planet started quite humbly, struggling to complete a local 4-mile fun run with his wife, Sunny. Inspired by that experience, on that day he learned a lesson that has served him well ever since. "I quickly realized that 'hard' looks different for everyone. Back then, four miles was really difficult for me. But I learned that one of the most important things in life is simply showing up." Today, James is one of the most dynamic, inspiring, larger-than-life keynote speakers in the world, is a best-selling author and the subject of a critically acclaimed feature film. He continues to redefine the impossible in his own life, while teaching audiences around the world to do the same in their own lives.



## THRIVING AS A TEAM WITH THE 3 C'S

### DR. JERMAINE DAVIS

**THURSDAY LUNCHEON SPEAKER - 12:30 TO 2:00 PM**

Dr. Jermaine's presentation "Thriving as a Team" will bring a new and fresh perspective to your team. His guidance will help your team focus on keeping "the main thing the main thing." Courageous conversations, cohesive cooperation, and committed collaboration are possible! Applying his practical and down-to-earth Dump Your Slump Model & Research, Dr. Jermaine's leadership expertise is rooted in his professional experience, academic research, and personal journey, giving him a real-world perspective that resonates. Born and raised in the Henry Horner Housing Projects on Chicago's West Side, Dr. Jermaine learned early that resilience wasn't just a skill—it was a necessity to survive and thrive. After losing six family members, including his youngest brother, Lil' Greg, to violence, he made a promise to break the cycle. Through mentorship, education, and determination, he became the first in his family to graduate from college, earning a B.A. in Speech Communication, an M.A. in Speech Communication, and a Doctorate in Organizational Leadership.



## INVISIBLE THREADS: PRIVACY IN THE WORLD OF AI

### JOE TOSCANO

**FRIDAY LUNCHEON SPEAKER - 11:45 AM TO 1:15 PM**

Joe Toscano is an award-winning designer, author of Automating Humanity, and former Google consultant who left the tech industry over concerns about data misuse. Now based in Omaha, he works globally to promote ethical innovation, support privacy legislation, and raise awareness about the dark side of big tech. You may recognize Joe from Netflix's The Social Dilemma, his TEDx Talk "Want to work for Google? You already do," or his appearances on major news outlets. In "Invisible Threads," Joe explores the critical intersection of privacy and AI. He reveals how modern data flows impact our lives, highlights the ethical challenges of AI, and offers forward-thinking solutions to protect privacy in a connected world. This talk is essential for anyone shaping or navigating the digital future.

**"Out of the Public Schools Grows the Greatness of the Nation"**

Pre

## PRE-CONFERENCE SESSIONS WEDNESDAY, NOVEMBER 19 - 1:00 TO 4:00 PM

### **YOUR DEPARTMENT OF EDUCATION: UNWRAPPED**

Understanding the roles of the Nebraska Department of Education and the U.S. Department of Education as they relate to local schools can be confusing. During this pre-session opportunity, staff members of the Nebraska Department of Education will engage participants with knowledge and information sharing on the balance of federal, state, and local education policymaking. We will discuss the key roles the Nebraska Department of Education plays, share priority areas from a new strategic planning process, and discuss how changes at the federal level could impact Nebraska schools and students. Topics will include state and federal finance policy, state and federal requirements for assessment and accountability, accreditation and teacher certification, and much more.

**PRESENTERS: Nebraska Department of Education staff**

### **UTILIZING EFFECTIVE SUPERINTENDENT EVALUATION AND BOARD SELF-ASSESSMENT TO SUPPORT STUDENT SUCCESS**

Designed for both boards and superintendents, this session will strengthen governance through effective superintendent evaluation, meaningful board self-assessment, intentional relationship-building, and building a district-wide foundation based on common values. Learn how to design an evaluation process that fosters professional goals, clarifies board expectations, and builds trust and cohesion. Explore "trust accelerators" to enhance collaboration, improve decision-making, and provide constructive feedback that supports growth and shared commitment to student success. Leave equipped with practical strategies and resources to enhance board-superintendent collaboration and sustain long-term student outcomes.

**PRESENTERS: Troy Loeffelholz - NCSA; Stacie Higgins - NASB**



## JOIN US!!! EXHIBITOR RECEPTION WEDNESDAY, NOVEMBER 19 - 4:00 TO 5:30 PM



Register now at [www.NASBOnline.org](http://www.NASBOnline.org)



## SUPERINTENDENT OF THE YEAR WILL BE RECOGNIZED AT THE THURSDAY LUNCHEON

### Previous Winners Include:

2025 - MELISSA POLONCIC, DC WEST	2012 - BILL MOWINKEL, GRAND ISLAND NW	1999 - KENNETH ANDERSON, HASTINGS
2024 - ANDY RIKLI, PAPILLION LA VISTA	2011 - MIKE CUNNING, HERSHEY	1998 - KEN BIRD, WESTSIDE
2023 - MARK LENIHAN, WAYNE	2010 - KEITH LUTZ, MILLARD	1997 - RICK BLACK, CONESTOGA
2022 - TERRY HAACK, BENNINGTON	2009 - STEVE RECTOR, SOUTH SIOUX CITY	1996 - GARY HAMMACK, KEARNEY
2021 - JIM SUTFIN, MILLARD	2008 - LARRY RAMAEKERS, AURORA	1995 - MARTIN PETERSEN, ALLIANCE
2020 - MARK ADLER, RALSTON	2007 - ROGER BREED, ELKHORN	1994 - VANDLE PHILLIPS, SOUTH SIOUX CITY
2019 - MIKE TEAHON, GOTHENBURG	2006 - RICHARD EISENHAUER, LEXINGTON	1993 - FRED BELLUM, COLUMBUS
2018 - JOHN SKRETTA, NORRIS	2005 - ROY BAKER, NORRIS	1992 - GLENN LARSEN, ADAMS CENTRAL
2017 - CAROLINE WINCHESTER, CHADRON	2004 - DAN ERNST, WAVERLY	1991 - NORBERT SCHUERMAN, OMAHA
2016 - JAY BELLAR, BATTLE CREEK	2003 - RANDY NELSON, NORFOLK	1990 - DOUG CHRISTENSEN, NORTH PLATTE
2015 - BRIAN MAHER, KEARNEY	2002 - PHILIP SCHOO, LINCOLN	1989 - DONALD STROH, MILLARD
2014 - STEVE BAKER, ELKHORN	2001 - KEITH ROHWER, NEBRASKA CITY	
2013 - KEVIN RILEY, GRETNA	2000 - STEVE JOEL, BEATRICE	



## ANN MACTIER - SCHOOL BOARD MEMBER OF THE YEAR WILL BE PRESENTED AT THE FRIDAY LUNCHEON

### Previous Winners Include:

2024 - BRAD WILKINS, AINSWORTH	2017 - BONNIE HINKLE, GRAND ISLAND	2010 - KIM FASSE, ELKHORN
2023 - ALLISON WELCH, CONESTOGA	2016 - TERRI HAYNES, CHADRON	2009 - RON PEARSON, ESU #3
2022 - MARCIA MAHON, SOUTH SIOUX CITY	2015 - LINDA RICHARDS, RALSTON	2008 - SANDRA JENSEN, OMAHA
2021 - STEVE KOCH, HERSHEY	2014 - BRAD KRIVOHAVEK, NORFOLK	2007 - JOHN HANSEN, BELLEVUE
2020 - MARIAN HOLSTEIN, WINNEBAGO	2013 - PATTY BENTZINGER, NORRIS	2006 - FRED TAFOYA, PAPILLON-LA VISTA
2019 - VALERIE FISHER, PAPILLON-LA VISTA	2012 - KATHY BARTEK, FALLS CITY	2005 - WAYNE ERICKSON, WISNER-PILGER
2018 - KATHY DANEK, LINCOLN	2011 - JULIE AGARD, KEARNEY	2004 - ANN MACTIER, OMAHA



**BOARDSMANSHIP**



**CAREER & COLLEGE READINESS**



**COMMUNITY ENGAGEMENT**



**CURRICULUM**



**ESU**



**FACILITIES**



**LEGAL & POLICY**



**LEGISLATIVE & ADVOCACY**



**MANAGEMENT/ADMINISTRATION**



**NEW BOARD MEMBER/NEW SUPERINTENDENT**



**SAFETY**



**STUDENTS/EARLY CHILDHOOD**



**TECHNOLOGY**



**WELLNESS & RETENTION**

**“Out of the Public Schools Grows the Greatness of the Nation”**

## THURSDAY

- A1** LEGISLATIVE UPDATE
- A2** DUAL CREDIT AND WORKFORCE PREPARATION
- A3** PUBLIC COMMENT UNDER THE OPEN MEETINGS ACT
- A4** LEADERSHIP, CULTURE AND COMMON LANGUAGE
- A5** BOARD MEMBER PERSONAL LIABILITY
- A6** HONORS COURSE ENROLLMENT AND SUCCESS
- A7** ENHANCE COMMUNICATION W NON-ENGLISH FAMILIES
- A8** ELEVATING BOARD LEADERSHIP
- A9** PARTNERSHIPS TO COMBAT THE TEACHER SHORTAGE
- A10** SCHOOL SAFETY DOESN'T HAPPEN BY ACCIDENT
- A11** THE ROLE OF THE ATHLETIC ADMINISTRATOR
  
- B1** Q & A WITH NSAA
- B2** SUPERINTENDENT PANEL - "A DAY IN THE LIFE"
- B3** HANDLING CLOSED SESSION CORRECTLY
- B4** COMMUNITY PARTNERSHIPS WITH A PURPOSE
- B5** PAIN IN THE APP, V. 11.0
- B6** DEVELOPING NEBRASKA'S FUTURE EDUCATORS
- B7** DESIGN, CONSTRUCTION, FINANCE, AND MORE
- B8** STRENGTHENING BOARD & SUPERINTENDENT LEADERSHIP
- B9** EMPOWERING STUDENTS THROUGH SUMMER LEARNING
- B10** CELL PHONES OFF
- B11** TRANSFORMING SCHOOL CULTURE
  
- C1** STUDENT VOICES
- C2** THINGS YOU NEED TO KNOW AS AN ESU BOARD MEMBER
- C3** NEGOTIATIONS FOR BOARD MEMBERS
- C4** WHY YOUR SCHOOL STORY MATTERS!
- C5** BARGAINING & CONTRACT CONSIDERATIONS
- C6** A BOARD-LED INITIATIVE FOR DIGITAL CITIZENSHIP
- C7** SCHOOL FINANCE REVIEW COMMISSION UPDATE
- C8** COMMUNITY-CENTERED STRATEGIC PLANNING
- C9** EMPOWERING STUDENTS IN SCHOOL MEDIA
- C10** AN EVOLVING TECHNOLOGICAL LANDSCAPE
- C11** ACCESSIBLE PATHWAYS TO CAREERS IN EDUCATION
  
- D1** LISTENING SESSION W/ MEMBERS OF THE STATE BOARD
- D2** EHA BENEFITS UPDATE
- D3** GLOBAL INSIGHTS
- D4** TEACHER APPRENTICESHIP
- D5** HOT TOPICS WITH KAREN & JIM
- D6** NCSA 3-YEAR MENTORING PROGRAM
- D7** UNDERSTANDING HUMAN TRAFFICKING
- D8** HOW FOUNDATIONS UNITE TO SUPPORT

## FRIDAY

- E1** POSITIVITY PROJECT: THE '80S MIX TAPE VERSION
- E2** BIRTH-GRADE 3 APPROACH FOR NEBRASKA SCHOOLS
- E3** TEACHER SHORTAGE: RECRUITING, AND ONBOARDING
- E4** CREATING A CULTURE OF ATTENDANCE
- E5** TRENDS IN DISABILITY LAWS
- E6** ADDRESSING THE TEACHER SHORTAGE
- E7** INCORPORATING AI RESOURCES WITHIN SCHOOLS
- E8** USING DATA TO DRIVE ACCOUNTABILITY & SUCCESS
- E9** RENEWED 'TUDE (RESILIENT EDUCATORS)
  
- F1** SUPERINTENDENT SHORTAGES & INCREASED INTERIMS
- F2** RULE 10: REQUIREMENTS, REGULATIONS, REPORTS, ETC
- F3** GENERATIVE AI IN PUBLIC SCHOOLS
- F4** FILLING THE ED PIPELINE
- F5** CONSTRUCTION DELIVERY METHODS
- F6** CULTIVATING A CULTURE OF COLLABORATION
- F7** CO-TEACHING: CHATGPT & ME
- F8** STRENGTHENING BOARD LEADERSHIP FOR STUDENT SUCCESS

## BOARD MEMBER BOOT CAMP

THURSDAY, NOVEMBER 20 - 7:00 TO 8:00 AM

### ROLES, RESPONSIBILITIES, AND CHARACTERISTICS OF EFFECTIVE GOVERNANCE

Start your day with a continental breakfast and an interactive Bootcamp for all board members and superintendents too! Move through the eight engaging stations, each highlighting a key characteristic of an effective board from governance vs. management to fostering accountability and actionable tools to take back to your district. This session serves as a warmup for Breakout Session A8: Elevating Board Leadership: Effective Board Governance = Student Success where we move from the "what" of board work to the "how" of focusing on measured student success. Register for the Bootcamp through the QR Code:



## A

## A - BREAKOUT SESSIONS

THURSDAY, NOVEMBER 20 - 9:45 TO 10:45 AM



### A1 LEGISLATIVE UPDATE - 2025 LEGISLATIVE RECAP AND LOOK TO 2026

Join Colby and Mike for a dive into what the Legislature accomplished in 2025 and a look at what is in store for 2026. New policy mandates, option enrollment discussion, retirement and benefit changes, and direction of school finance will all be discussed.

**PRESENTERS: Colby Coash - NASB; Mike Dulaney - NCSA**



### A2 DUAL CREDIT AND WORKFORCE PREPARATION: THE TRANSFORMATIVE POWER OF THE CAREER ACADEMY

The Career Academy is a joint venture between Lincoln Public Schools and Southeast Community College. TCA provides academic and real-world experiences to high school juniors and seniors through high school and dual credit courses. We'll share innovative models that integrate high school academics with industry-relevant skills, creating pathways to immediate employment and higher education; and showcase data-driven outcomes that highlight strategic partnerships between schools and businesses that address critical workforce gaps. This presentation will empower attendees to implement and expand dual credit initiatives, ensuring students graduate with the skills demanded by today's job market.

**PRESENTERS: Annie Mumgaard, Josh Jones & John Skretta - Lincoln Public Schools**



### A3 PUBLIC COMMENT AND LEGAL CONSIDERATIONS UNDER THE OPEN MEETINGS ACT

In this session, we will walk through public comment as prescribed by the Open Meetings Act. Then, we will walk through real-world examples and how boards should handle both simple and complicated scenarios under the Open Meetings Act.

**PRESENTERS: Justin Knight - Perry Law Firm**



### A4 CONTROL THE CONTROLLABLES THROUGH LEADERSHIP FOCUSED ON CULTURE AND COMMON LANGUAGE

Attendees will hear how Westside Community Schools is focused on controlling what we can control through leadership, collaboration, and an emphasis on district culture. We will share ideas on how to create common language and a mindset about being focused on our classrooms while all kinds of things go on around us that we can't control. We will also share various "culture game plans" and an emphasis on E+R=O leadership.

**PRESENTER: Mike Lucas - Westside Community Schools**




### A5 DOLLARS AND SENSE: BOARD MEMBER PERSONAL LIABILITY AND RELATED CONCERNS

It's already an unpaid volunteer job, and now you're telling me I could be personally liable?! Sometimes, maybe, possibly, yes. This presentation will focus on those situations where school board members (and superintendents) could face allegations leading to personal liability (i.e., money out of your own pocket), criminal sanctions, and even removal related to service on the school board. Don't fret too much--it doesn't happen often, but it's worth knowing when those situations could arise and how to navigate them!

**PRESENTERS: Bobby Truhe & Steve Williams - KSB School Law**


**"Out of the Public Schools Grows the Greatness of the Nation"**

## **A6 OPPORTUNITY & ACCESS: BREAKING DOWN BARRIERS TO HONORS COURSE ENROLLMENT AND SUCCESS**

 Discover how one school district in Nebraska implemented system-wide changes to increase access and opportunity for honors courses for all students, with a particular emphasis on how the action steps were operationalized within social studies honors courses. Explore a step-by-step process and consider how similar impactful actions could be adopted in your own context!


**PRESENTERS: Jaclyn Kellison & Takako Olson - Lincoln Public Schools**

## **A7 INTEGRATING RESOURCES TO ENHANCE COMMUNICATION WITH NON-ENGLISH SPEAKING FAMILIES**

 Columbus Public Schools will share the available resources that can be integrated into your regular communication strategies to create seamless access for your non-English speaking families.

**PRESENTERS: Nicole Anderson & Chip Kay - Columbus Public Schools**

## **A8 ELEVATING BOARD LEADERSHIP: EFFECTIVE BOARD GOVERNANCE = STUDENT SUCCESS**

 Building on the Board Member Boot Camp warmup, this breakout takes you beyond the “what” of board roles and responsibilities into the “how” of using those roles to drive student success. Through scenarios, discussion, and practical resources, learn how to connect governance leadership to student outcomes, align board work with district improvement goals, and foster a culture of continuous growth. Leave equipped to move from understanding your role to leveraging it for maximum impact on student success.

**PRESENTERS: Marcia Herring, Stacie Higgins & Stephanie Summers - NASB**

## **A9 CREATING PARTNERSHIPS TO COMBAT THE TEACHER SHORTAGE**

 Learn how UNK and Kearney Public Schools have partnered to form the Kearney Education Collaborative aimed at improving educational opportunities and partnerships for recruiting teachers. Specifically, they will discuss “Teachmates,” a program where selected UNK and KPS students form a mentee-mentor relationship. The speakers will discuss the “Kearney Teachers Tomorrow” scholarship program which created a Kearney High School to UNK to KPS pipeline for selected students/teachers. This session will highlight how other districts can consider similar options for their districts, both large and small.

**PRESENTERS: Jason Mundorf - Kearney Public Schools; Mark Reid - UNK**

## **A10 SCHOOL SAFETY DOESN'T HAPPEN BY ACCIDENT**

Children who feel SAFE will take risks, ask questions, make mistakes, learn to trust, share their feelings, and grow! The Nebraska Department of Education (NDE) School Safety Team has built guidance and resource tools for schools in the safety and security requirements and best practices. The NDE Safety Team operates under the four pillars of prevention, preparedness, response, and recovery while using acronyms like EOP, SRP, SRM, PFA-S, and TA. Additionally, State Statutes implemented or introduced must also be adhered to. Schools who learn the acronyms, state statutes, and how to apply these concepts, toolkits, presentations, videos, and trainings are those recognized by NDE & their community to place school safety first. Join the NDE School Safety Director to make sure your school community is earning their Badge in safety and security.

**PRESENTER: Jay Martin - NDE**

## **A11 THE ROLE OF THE ATHLETIC ADMINISTRATOR**

This session will help school district administrators and members of boards of education understand the multiple roles and responsibilities of the athletic administrator. Attendees will gain a better understanding of how to support and retain their athletic administrator, including the mentoring and professional growth opportunities available through both the National Interscholastic Athletic Administrators Association and the Nebraska State Interscholastic Athletic Administrators Association.

**PRESENTERS: Nate Larsen - O'Neill Public Schools; Mark Armstrong - NSIAAA; Steve Throne - Millard Public Schools**

## B

## B - BREAKOUT SESSIONS

THURSDAY, NOVEMBER 20 - 11:15 AM TO 12:15 PM



### B1 Q & A WITH NSAA

This session will explore topics affecting NSAA member schools. Bring your questions as we discuss emerging trends and their impact on NSAA sanctioned activities.

**PRESENTERS: NSAA Staff**



### B2 SUPERINTENDENT PANEL - "A DAY IN THE LIFE"

Practicing Superintendents present, discuss, and answer questions regarding their efforts in developing positive and personal work relationships with their board of education.



**PRESENTERS: Troy Loeffelholz & Kevin Wingard - NCSA; Chris Prosocki - Hastings Public Schools; Chip Kay - Columbus Public Schools; Mitch Kubicek - Milford**



### B3 HANDLING CLOSED SESSION CORRECTLY: LEGAL REMINDERS AND REMEDIES

Closed session can be a very complicated area of the law. In this session, we will walk through the legal requirements and case studies involving entering into closed session, discussions during closed session, "leaks" from closed session, and other legal issues that may arise in closed session.

**PRESENTER: Justin Knight - Perry Law Firm**



### B4 COMMUNITY PARTNERSHIPS WITH A PURPOSE



Located on the Omaha Reservation in Macy, Nebraska, the UmónHon Nation "Against the Current" Career Academy is a model for small school districts seeking to create opportunities for local students and strong partnerships. Designed by BVH Architecture and built by Boyd Jones in close collaboration with the district, the Academy equips students with hands-on skills in automotive, construction, culinary, early childhood, entrepreneurship, and healthcare - offering direct career pathways within the community. This project demonstrates the power of team collaboration and local partnerships to develop resources, bringing meaningful workforce pipelines to life and reinvesting in their communities.

**PRESENTERS: Kari Bappe, Cleveland Reeves, Stacie Hardy & Mark Pfister - Boyd Jones Construction**



### B5 PAIN IN THE APP, V. 11.0



This presentation is already in middle school, at 11 years and going strong. Come join the KSB attorneys for the latest and greatest in legal and practical developments around social media, technology, cell phones, and other key topics for administrators and board members.

**PRESENTERS: Sara Rogers & Amanda Dabney - KSB School Law**




### B6 GROW YOUR OWN: DEVELOPING NEBRASKA'S FUTURE EDUCATORS



The Grow Your Own Education and Training Program of Study is a statewide, open-resource curriculum to help Nebraska schools develop future educators. This four-course program aligns with Nebraska state standards, embeds Universal Design for Learning, integrates Educators Rising, and meets dual-credit requirements. Attendees will learn how to implement the curriculum, access teacher training, and engage students in career exploration. Discover how this program can help build a sustainable educator pipeline for your district and invest in Nebraska's future teachers.

**PRESENTERS: Lynne Herr - ESU 6; Katie Soto - ESU 9**

## **B7 PROJECT PLANNING 101: INSIGHTS FROM PARTNERS IN DESIGN, CONSTRUCTION, FINANCE, AND MORE**

 Navigating a school construction project is no small task. This panel of experts will guide school leaders through three critical steps: identifying key partners, selecting the right delivery method, and understanding financing options; lease-purchase agreements, bonds, and building fund dollars. Attendees will gain actionable strategies and valuable perspectives from industry leaders, leaving equipped to navigate the complexities of construction planning with confidence and clarity. Whether planning a new project or refining your approach, this session will provide the essential knowledge to move your district forward successfully.


**PRESENTERS: Aaron Plas - Bennington Public Schools; Steve Thiele - Hausmann Construction, Inc.; Tobin Buchanan - Northland Securities; Bob Soukup - Carlson West Povondra Architects**

## **B8 STRENGTHENING BOARD AND SUPERINTENDENT LEADERSHIP: UTILIZING A BOARD HANDBOOK FOR EFFECTIVE GOVERNANCE**

Effective governance is the foundation of a successful school district, and a well-structured Board of Education Handbook serves as a vital tool for aligning leadership, clarifying roles, and fostering strong superintendent-board relationships. This session will explore the process of implementing a BOE Handbook to enhance communication, decision-making, and governance efficiency. Participants will learn strategies for creating and utilizing a handbook that sets clear expectations, promotes collaboration, and strengthens the leadership capacity of both board members and superintendents. Practical examples and best practices will provide attendees with actionable steps to enhance their district's governance framework.


**PRESENTERS: Sean Molloy, Derrick Joel & Gary Kubicek - Norris School District 160; Marcia Herring - NASB**

## **B9 TAKING LEARNING BEYOND 175: EMPOWERING STUDENTS THROUGH SUMMER LEARNING**

 "Taking Learning Beyond 175" is a dynamic session designed to showcase the innovative summer school program aimed at expanding educational opportunities for all students beyond the regular 175 school days. Building on the foundation of whole-student excellence, this innovative "summer school" program goes beyond traditional boundaries by offering creative, hands-on learning experiences that foster growth, imagination, and resilience. Explore how this program has helped us enhance skills and empower students to reach their full potential. We'll discuss the program's impact on student activities and teacher satisfaction, at limited to no expense to the school district.

**PRESENTERS: Susan Lindblad, Libby Lollman & Shawn Scott - Adams Central Public Schools**

## **B10 CELL PHONES OFF**

 Grand Island Senior High School implemented a comprehensive effort to strictly enforce a no cell phone throughout the school day policy in January of 2024. GISH administrators, staff, and students will discuss the reasons behind the action, how students and parents were prepared for the implementation, what worked and didn't work, and where they are after living this change for almost two years.

**PRESENTERS: Matt Fisher, Calvin Hubbard, GIPS teachers & students - Grand Island Public Schools**

## **B11 BUILDING BRIDGES, NOT WALLS: TRANSFORMING SCHOOL CULTURE THROUGH RESTORATIVE PRACTICES**

At Brady Public Schools, we've been reshaping our school culture by embracing restorative practices, which have become a cornerstone of how we connect, work, and grow together. These practices have strengthened relationships, fostered mutual respect, and created a true sense of community among students, staff, administrators, and the school board. Through collaboration and open communication, restorative practices have fostered a positive, supportive environment across our entire school ecosystem. In this presentation, we'll highlight how restorative practices have embedded our core values, helping repair harm, prevent conflict, and ensure everyone feels valued—building a community, not just a school.







**PRESENTERS: Sara Gentry & Ann Foster - Brady Public Schools**



## C - BREAKOUT SESSIONS

THURSDAY, NOVEMBER 20 - 2:15 TO 3:15 PM



-  **C1 STUDENT VOICES**  
Students from Nebraska high schools share their perspectives on issues that are important to the leaders of tomorrow.
-  **C2 YOU ARE AN ESU BOARD MEMBER - 17 THINGS YOU NEED TO KNOW**  
As ESU Board Members, you will learn up to date information about the services in ESUs, the work of the ESUCC, the MOU with the NDE, legislative priorities, and more! Come ready to learn, share, and problem solve together.  
**PRESENTERS: Larianne Polk - ESUCC; Brad Dirksen - NDE; Colby Coash - NASB**
-  **C3 NEGOTIATIONS FOR BOARD MEMBERS**  
Negotiations is one of the most important functions of a school board. In fact, "personnel" is the largest item of a school district's budget. This session will walk through the statutory requirements for negotiations. We will also give boards an update on negotiations "hot topics" and ideas for your upcoming negotiations season.  
**PRESENTER: Justin Knight - Perry Law Firm**
-  **C4 BUCKLE UP: JOURNEYING THE STATE AND WHY YOUR SCHOOL STORY MATTERS!**  
Why do Nebraska schools rank high nationally? Why are Nebraska students sought after by employers everywhere? We'll take you to school districts across our great state in a quest to find the answers. The NCSA Ambassador Program and Nebraska Public School Advantage advocate for public education one remarkable story at a time. Since 2016, we have gathered nearly 500 stories of public school success. These stories, from the Metro to The Panhandle, are examples of the student first, Nebraska way. Buckle up!  
**PRESENTERS: Kevin Wingard & Tyler Dahlgren - NCSA**
-  **C5 LET'S DEAL! BARGAINING & CONTRACT CONSIDERATIONS FOR TOUGH POSITIONS & SHORTAGES**  
Every year, we're all getting more creative to address staffing issues. Those range from bargaining things like retention or hiring bonuses to salary schedule placement gamesmanship. The contract renewal process is becoming an arms race, with more schools incentivising staff to recommit or resign sooner. Plus there are always unique contract considerations for those unique positions and hybrid roles as staffing shortages continue. This presentation will go through all your options, pros and cons, and leave board members and administrators feeling ready to tackle these questions at your district.  
**PRESENTERS: Steve Williams & Sara Rogers - KSB School Law**
-  **C6 A BOARD-LED INITIATIVE FOR DIGITAL CITIZENSHIP**  
In today's digital world, teaching students to navigate online spaces responsibly is just as important as traditional academics. That's why the Hershey Board of Education made digital citizenship a formal priority for the 24-25 school year with the board goal to "Provide instruction on acceptable use of technology to better prepare students for responsible digital citizenship." To support this goal, we partnered with A.Plum Creative to develop engaging, fact-checked content that promotes responsible digital habits. Our initiative includes weekly social media posts, digital signage across campus, and ongoing resources for families and staff to help build a culture of integrity and safety in digital spaces, and we're already seeing results. Conversations around digital safety are increasing across classrooms and homes, showing the power of this effort.  
**PRESENTERS: Jane Davis & Steve Koch - Hershey Public Schools**

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## C7 SCHOOL FINANCE REVIEW COMMISSION UPDATE

Join members of the recently created School Finance Commission for a panel presentation, Q & A, and update on the work of the commission.

**PRESENTERS:** Ann Foster - Brady Public Schools; Jason Dolliver - Pender Public Schools; Aaron Plas - Bennington Public Schools; Liz Standish - Lincoln Public Schools; John Schwartz - Millard Public Schools; Shavonna Holman - Omaha Public Schools; Keith Runge - Lakeview Community Schools



## C8 LISTENING, LEARNING, LEADING: COMMUNITY-CENTERED STRATEGIC PLANNING

Engaging stakeholders for graduate success and long-term district planning. In partnership, the board and superintendent lead efforts to connect with the community, parents, staff, students, and local partners to define what every graduate must know and be able to do. This work begins with strategies for effective community engagement drawing from research linking public involvement to improved student outcomes and continues through ongoing stakeholder conversations that shape a shared vision for student success.

**PRESENTERS:** Caden Frank, Ben Anderjaska & Avary Pansing Brooks - NASB



## C9 EMPOWERING STUDENTS IN SCHOOL MEDIA: CONTENT CREATION & MANAGEMENT

This session will showcase how students take an active role in managing and producing school media content. From publishing sports, extracurricular, and academic achievements on social media to creating engaging visuals for two video boards, students gain hands-on experience in digital media. By taking ownership of projects, they develop critical skills in communication, design, and media production. This presentation is ideal for school leaders seeking innovative ways to enhance media presence while providing students with real-world skills in communication, design, and project management.

**PRESENTERS:** Crystal Hassenstab & Shawn Scott - Adams Central Public Schools



## C10 AN EVOLVING TECHNOLOGICAL LANDSCAPE: UPDATES TO SPARQ MEETINGS, NEGOTIATIONS, AND ONLINE PUBLISHING

Join us to learn about how Sparq Meetings and Negotiations have adapted to the ever-changing landscape of board governance. In this session, we will discuss updates to these applications and review tips and tricks to help you become more efficient and proficient. In addition, we will give an overview of Sparq Online Publishing and how it integrates with Sparq Meetings and your board governance.

**PRESENTERS:** Darion Miller & Nicole Kobus - Sparq Data Solutions



## C11 REDEFINING ROUTES: ACCESSIBLE PATHWAYS TO CAREERS IN EDUCATION

Learn how Central Community College collaborates with institutions like Kearney Public Schools to establish accessible pathways to education careers. CCC's statewide, cost-effective offerings have already demonstrated significant impact in alleviating staffing challenges across K-12 institutions. This session will equip administrators and board members with practical knowledge to consider, potentially transforming their approach to recruitment and professional development. Join us to explore how these innovative programs are not only addressing immediate staffing shortages but also cultivating a sustainable pipeline of qualified educators for the future.

**PRESENTERS:** Megan Schmidt - Kearney Public Schools; Taylor Brase & Amy Mancini - Central Community College





## D - BREAKOUT SESSIONS

THURSDAY, NOVEMBER 20 - 3:30 TO 4:30 PM



### D1 A LISTENING SESSION WITH MEMBERS OF THE STATE BOARD OF EDUCATION



Share your thoughts on statewide education policy with members of the State Board of Education. State Board members are particularly interested in what is currently affecting local school boards and districts, and the solutions you have to offer for these issues. Topics may include school accountability, accreditation, and approval; educator certification; and statewide assessment, among others. Attending this session is a great opportunity for you to have your voice heard among members of the State Board of Education.

**PRESENTERS: Elizabeth Tegtmeier - State Board of Education; Ryan Foor - NDE**



### D2 EHA BENEFITS UPDATE

Come learn more about the changes to the Medical and Dental plan effective September 1, 2026!

**PRESENTERS: Courtney Ray - Blue Cross Blue Shield of NE; Greg Long - EHA**



### D3 GLOBAL INSIGHTS, LOCAL IMPACT: LESSONS FROM SINGAPORE AND SOUTH KOREA

Larriane Polk and Dan Schnoes had the privilege of participating in an international leadership academy in Singapore and South Korea, gaining invaluable insights into global leadership practices, innovative educational strategies, and cultural exchange. By observing how these countries tackle educational challenges and foster growth, we gained a deeper understanding of their approaches to teaching and learning. We hope you take away a desire to explore similar opportunities for yourself or your leadership personnel, as these global experiences not only enrich leadership development but also bring fresh, transformative perspectives that can benefit our entire educational ecosystem.

**PRESENTERS: Larriane Polk - ESUCC; Dan Schnoes - ESU 3**



### D4 TEACHER APPRENTICESHIP - EXPERIENCES FROM THE FIELD

This session highlights the collaborative efforts of the Nebraska State Department of Education, Westside Community Schools, and Midland University in developing a successful apprenticeship program aimed at diversifying and strengthening Nebraska's teaching workforce. The session underscores the program's core purpose: to create sustainable pipelines of educators who are deeply grounded in their communities. The discussion covers the program's benefits - such as increased on-the-job training, community familiarity, and addressing critical staffing shortages - as well as lessons learned through ongoing stakeholder feedback, comprehensive support, and celebrating milestones. Future plans focus on expanding apprentice graduation rates, ensuring program sustainability through continued funding, and forging partnerships to meet high-need areas across Nebraska. Attendees will gain insights into the program's impact, lessons learned, and strategies for scaling these innovative pathways into teaching careers.

**PRESENTERS: Nancy Christensen, Johanna Barnes, & Cammy Romanuck Murphy - Midland University; Andrea Haynes - Westside Community Schools; Kelly Baehr - NDE**



### D5 HOT TOPICS WITH KAREN & JIM

Join veteran school attorneys Jim from Perry Law and Karen from KSB for an insightful and entertaining session on the latest "Hot Topics" in school law. This dynamic duo will break down key legal issues that Nebraska school board members need to understand, whether they're already on your radar or just around the corner. Expect valuable takeaways... and a bit of lively banter between Jim and Karen along the way!

**PRESENTERS: Karen Haase - KSB School Law; Jim Gessford - Perry Law Firm**

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## D6 NCSA 3-YEAR MENTORING PROGRAM

Research shows that the retainment of school administrators is more successful if they are engaged in a strong multi-year mentoring program that supports the school administrator beyond a one year mentor program.

**PRESENTERS:** Troy Loeffelholz - NCSA; Mike Sieh - Wayne State College; Mike Teahon - UNK; Tami Williams - UNO



## D7 UNDERSTANDING HUMAN TRAFFICKING AND EMPOWERING SCHOOLS TO TAKE ACTION

This session will offer a thorough overview of human trafficking, aiming to debunk common myths and highlight the harsh realities of this critical issue. Participants will explore how trafficking affects communities, recognizing warning signs and vulnerabilities that make students susceptible. The presentation will also introduce ESU 2's Human Trafficking Youth Prevention Education (HTYPE) program, which supports school districts in implementing prevention strategies. Attendees will learn how ESU 2 can collaborate with schools to provide tailored training for staff, students, and caregivers, equipping them with the knowledge to identify and prevent trafficking in their communities.

**PRESENTER:** Megan Reese - ESU 2



## D8 STRENGTH IN PARTNERSHIPS: HOW FOUNDATIONS, DISTRICTS, AND COMMUNITIES UNITE TO SUPPORT TEACHERS AND STUDENTS

Education foundations play a unique and essential role in bridging the gap between district needs and community resources. This session will explore how one rural and one metro foundation have successfully partnered with their district and local community to create impactful programs that directly benefit teachers and students. Attendees will learn how collaborative initiatives such as teacher grants, student scholarships, technology enhancements and community-driven fundraising have strengthened public education and fostered engagement. Through real-life examples and practical takeaways, this session will highlight strategies for building meaningful partnerships, securing sustainable funding, and aligning efforts with district goals.

**PRESENTERS:** Toba Cohen-Dunning - Omaha Public Schools Foundation; Terri Burchell - North Platte Public Schools



## E

## E - BREAKOUT SESSIONS

FRIDAY, NOVEMBER 21 - 9:15 TO 10:15 AM



### E1 POSITIVITY PROJECT: THE '80S MIX TAPE VERSION

With a fun and nostalgic '80s mixed tape anthem, this session will spotlight our district's PK-12 SEBL curriculum implementation of the Positivity Project. We will make connections to our CIP, the MTSS framework, PBIS, and our efforts to transform school culture by living out our district's mission to educate, embrace, and empower the whole child. We will share schoolwide activities we have implemented, our tiered approach to supporting student mental health and behavior learning, and resources we have found beneficial. Walk in with your best air guitar, walk out with power ballads and rad ideas on how Positivity Project could impact your school culture!

**PRESENTERS: Allie Holcomb, Angela Zach & Brittany Vinchattle - Wakefield Community School**



### E2 BUILDING STRONG FOUNDATIONS: THE SCHOOL AS HUB BIRTH-GRADE 3 APPROACH FOR NEBRASKA SCHOOLS



The first eight years are crucial for a child's success, with schools playing a key role. The School as Hub Birth-Grade 3 Approach is built on an evidence-based framework designed to close opportunity gaps by strengthening early learning, family-school partnerships, and instruction. This session explores strategies for integrating early childhood with elementary education, building leadership, and engaging families and communities. Join us to learn actionable steps for transforming schools into hubs of support, ensuring all children and families have access to opportunities for lifelong learning and success from birth through age eight.

**PRESENTERS: Cris Lopez Anderson - Buffet Early Childhood Institute; Itzeni Nayeli Lopez - University of Nebraska**



### E3 PRACTICAL STRATEGIES AND LESSONS LEARNED IN THE TEACHER SHORTAGE: RECRUITING, ONBOARDING, AND TRANSITIONING FOREIGN-TRAINED TEACHER CONTRACTS



As schools across Nebraska continue to grapple with teacher shortages, districts are exploring innovative and ethical strategies to recruit and retain high-quality educators. We will share and discuss practical strategies, along with lessons learned in recruitment, certification, and onboarding, as well as legal and ethical considerations when transitioning or ending contracts with international teachers.

**PRESENTERS: Daniel Oldenburg, Katelyn Larsen & Jeremy Christiansen - Laurel-Concord-Coleridge School; Justin Knight - Perry Law Firm**



### E4 CREATING A CULTURE OF ATTENDANCE: STRATEGIES FOR REDUCING CHRONIC ABSENTEEISM IN HIGH-POVERTY RURAL SCHOOLS

Chronic absenteeism is a major issue in elementary schools, especially in high-poverty rural areas. This session will explore strategies for reducing absenteeism by improving school culture, implementing targeted interventions, and enhancing family support. Drawing from our experience, where we reduced absenteeism from 39% to 9% in three years, we'll share practices like building a positive school environment, early identification, and personalized support for at-risk students. Participants will gain actionable strategies to foster consistent attendance.

**PRESENTER: Charla Brant - Hastings Public Schools**

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## **E5** MMMMM...SMELLS LIKE MEDICAL MARIJUANA AND MONEY DAMAGES: WHAT YOU NEED TO KNOW ABOUT TRENDS IN DISABILITY LAWS

Disability laws (IDEA, 504, ADA, etc.) can be tricky, because superintendents and board members usually aren't directly involved but certainly cut the checks and get the phone calls. This presentation will cover the emerging trends in special education that you have to know about in 2025 in a school leadership role, including policy implications and other legal considerations.

**PRESENTERS: Bobby Truhe, Jordon Johnson & Amanda Dabney - KSB School Law**



## **E6** MOVING TO THE HEAD OF THE CLASS: HOW ONE DISTRICT IS ADDRESSING TEACHER SHORTAGE

To combat teacher shortages, Lincoln Public Schools is implementing innovative "Grow Your Own" (GYO) programs to develop future educators from within its community. Participants will explore helpful strategies for creating and sustaining successful GYO programs, from identifying potential future teachers in local high schools to supporting paraprofessionals and career changers on their path to certification. Learn about the pilot Para Pathway to Teaching (PPT) program, Educators Rising Career, and Technical Student Organization opportunities. Learn practical ideas to build homegrown talent pipelines that reflect the richness and strengths of your student population, ultimately fostering a teaching workforce invested in its community.

**PRESENTERS: John Skretta, Vann Price & Annie Mumgaard - Lincoln Public Schools**



## **E7** INCORPORATING AI RESOURCES & GUIDELINES WITHIN NEBRASKA SCHOOLS

Attendees will hear from Westside Community Schools as they outline the process they have recently gone through to further study Artificial Intelligence and determine how to best embrace it and provide efficient and ethical guidelines for students, staff, parents, and community.

**PRESENTERS: Mike Lucas, Andrea Haynes, Mark Weichel - Westside Community Schools**



## **E8** ASKING THE RIGHT QUESTIONS: USING DATA TO DRIVE ACCOUNTABILITY & STUDENT SUCCESS

Accountability and student success begin with the questions board members bring to the table. This interactive session will help boards understand how to use data effectively to guide decision making, understand realistic expectations for improvement, and support district priorities. Learn how a Data Assessment Framework strengthens governance and why ongoing professional development matters. Explore the board's role in advancing system interventions to ensure a positive impact on student learning. Leave with practical questions and strategies to ensure your board is driving improved student outcomes through informed, accountable leadership.

**PRESENTERS: Stacie Higgins & Stephanie Summers - NASB**



## **E9** RENEWED 'TUDE (RESILIENT EDUCATORS)

Life moves at breakneck speed, and the pace in today's classrooms is no different. How can teachers keep up with the demands of the ever-changing curriculum, school meetings, and the never-ending tasks of running a classroom while still having fuel for life and their families? How can we best prioritize the human element of teaching so we can thrive both at work and at home? This deep dive into the Science of Happiness, Psychology, and the latest findings from Neuroscience will provide teachers with personally relevant strategies and tools to thrive in their professional and personal lives!

**PRESENTER: Christopher Knoell - UNK**



## F

## F - BREAKOUT SESSIONS

FRIDAY, NOVEMBER 21 - 10:30 TO 11:30 AM



**F1 HELLO! THERE ARE SUPERINTENDENT SHORTAGES & INCREASED INTERIM POSITIONS. WHY?** Shortages in the teacher ranks are not the only shortages in education. What does the current landscape look like to replace school superintendents and administrators across the state.

**PRESENTERS: Troy Loeffelholz - NCSA; Mike Sieh - Wayne State College; Mike Teahon - UNK; Tami Williams - UNO**



**F2 RULE 10: REQUIREMENTS, REGULATIONS, REPORTS, AND COMPLIANCE VISITS. HOW BOARD MEMBERS CAN SUPPORT SUPERINTENDENTS**

Rule 10 has several sections, numerous statutes, and over 200 regulations. This is for board members who want to support their superintendent through having a better understanding of what it means to be accredited through Rule 10.

**PRESENTERS: Decua Jean-Baptiste, Todd Wolverton & Sandra Suiter - NDE**



**F3 GENERATIVE AI IN PUBLIC SCHOOLS SEEMS LIKE THE "WILD, WILD WEST" - HOW SCHOOL BOARDS AND ADMINISTRATORS NEED TO UNDERSTAND AND MIGHT ADDRESS CORRALLING IT!**

Jim and Derek will address the current status of AI, how many schools are or are not using it and what's in the future!

**PRESENTERS: Jim Gessford & Derek Aldrege - Perry Law Firm**



**F4 LEVERAGING CAREER & TECHNICAL STUDENT ORGANIZATIONS TO FILL THE ED PIPELINE**

Nebraska FCCLA is reaching nearly 3,000 Nebraska students with over 30 competitive events and programming opportunities that develop career skills in education and childcare. FCCLA's members are preparing for careers in some of the state's most concerning shortage areas. Join us to learn how your continued support of Family and Consumer Sciences and FCCLA can continue to enable your students and communities to thrive.

**PRESENTERS: Nebraska FCCLA State Officers, Nebraska FCCLA Board of Directors**



**F5 CONSTRUCTION DELIVERY METHODS: THE PROS, THE CONS, AND THE RISKS**

Choosing the right construction delivery method is critical for the success of your school project. This session will break down the details of common delivery methods, including hard bid, construction manager as advisor, construction manager at risk, and design-build. Learn how each method impacts cost, schedule, and collaboration - and which one aligns best with your goals. Through real-world examples, we'll discuss lessons learned, potential pitfalls, and key factors in making an informed decision. Whether you're planning a renovation or a new build, this session will help you confidently navigate the construction process.

**PRESENTERS: Steve Thiele - Hausmann Construction, Inc.; Coady Pruett - KSB School Law**



**F6 STRATEGIC LEADERSHIP: CULTIVATING A CULTURE OF COLLABORATION**

Delve into the essential elements that foster a culture of collaboration within education organizations. Gain insights into the underlying purpose, leadership approaches, and structural frameworks that propel collaborative efforts forward with an emphasis on the importance of leading with intentionality and focus. Attendees will explore four key levers, along with associated strategies and actions, that shape and nurture collaboration as well as have opportunities to make connections to deepen understanding throughout the session. The content, strategies, and resources are designed to accommodate various levels of implementation and stages of collaborative culture development.

**PRESENTERS: Bill Pulte, Scott Blum & Cecilia Wilken - ESU 3**

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## F7 CO-TEACHING: CHATGPT & ME

In this forward-leaning exploration, we will consider questions about Artificial Intelligence, ranging from its definition and potential applications/use cases to more fundamental issues such as ethical considerations and implications for classrooms and students. Our discussion will be both upbeat and honest, and you will leave with valuable insights for navigating the future that skipped our doorstep and is already in our classrooms.

**PRESENTER: Christopher Knoell - UNK**



## F8 POLICY TO PRACTICE: STRENGTHENING BOARD LEADERSHIP FOR STUDENT SUCCESS

Strong school board leadership is essential for student success. This session will explore the NASB Board Governance Standards and their role in promoting effective governance, strategic decision-making, accountability, and policy leadership. Participants will gain insights into how policy serves as the foundation for board work, guiding district operations and aligning decisions with student-focused priorities. Whether you are a new or experienced board member, this session will provide valuable guidance on fostering a high-functioning, policy-driven board that supports improved student outcomes.

**PRESENTERS: Marcia Herring, Caden Frank & Becky Erdkamp - NASB**

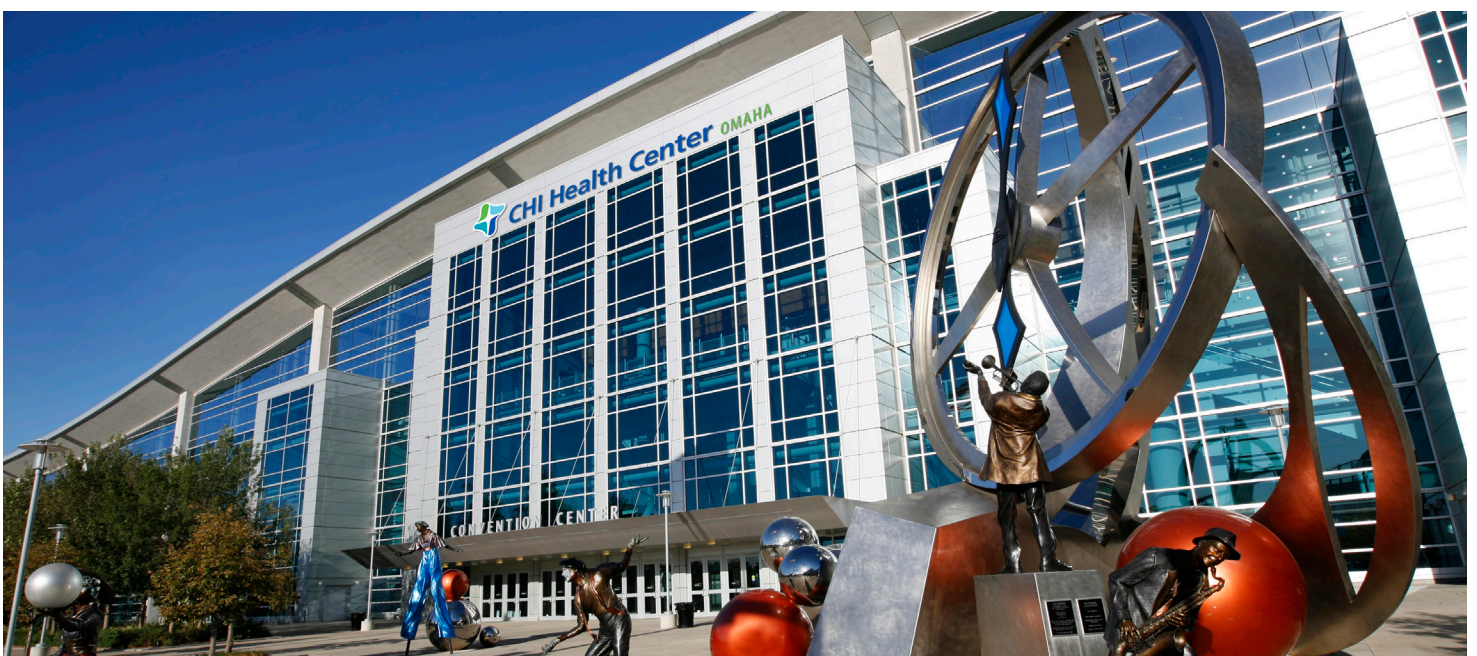
## Registering for the Conference

REGISTRATION FOR THE 2025 STATE EDUCATION CONFERENCE WILL OPEN WEDNESDAY, SEPTEMBER 10, 2025

To register, go to the NASB website at [www.NASBonline.org](http://www.NASBonline.org) and log in using your email and password, and click the State Education Conference link.

AS YOU REGISTER, BE SURE TO MAKE PLANS TO ATTEND THE EXHIBITOR RECEPTION FROM 4:00 TO 5:30 PM ON WEDNESDAY, NOVEMBER 19.

IF YOU HAVE SPECIAL DIETARY NEEDS DUE TO A MEDICAL CONDITION, CONTACT TAIDA GRANTSKI AT [TGRANTSKI@NASBONLINE.ORG](mailto:TGRANTSKI@NASBONLINE.ORG) TO ARRANGE ALTERNATIVE MENUS.



Register now at [www.NASBonline.org](http://www.NASBonline.org)



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Co-Sponsored by the Nebraska Association of School Boards  
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## 12.4. Board Committee Reports

12.4.1. Curriculum & American Civics Committee (Burklund-chair, Lange, Matulka)

12.4.2. Facilities & Transportation Committee (Matulka-chair, Burklund, Lange)

12.4.3. Finance Committee (Burklund-chair, Heyen, Lange)

12.4.4. Negotiations Committee (Benes-chair, Heyen, Matulka)

12.4.5. Policy Committee (Benes-chair, Heyen, Brase)

Business OperationsInternal Controls

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

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

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

Legal Reference: 2 C.F.R. § 200.303.

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

- 1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
- 2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
- 3) Implement a control system to ensure safeguards for preventing property loss, damage, or theft;
- 4) Implement adequate maintenance procedures for the equipment; and
- 5) Implement sales and disposition procedures for the equipment to ensure the highest possible return.

All equipment, whether acquired in whole or in part under a federal award, with a current fair market value of \$10,000 or less (per unit) may be retained, sold, or otherwise disposed of in accordance with the Board's Sale and Disposal of Property Policy.

All equipment, whether acquired in whole or in part under a federal award, with a current fair market value in excess of \$10,000 (per unit), may only be sold or otherwise disposed of in accordance with the provisions of 2 C.F.R. § 200.313(e)(2)-(3).

Legal Reference: 2 C.F.R. §§ 200.313 & 200.303.

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

- 1) A procedure for micro-purchases (Under \$10,000);
- 2) A procedure for simplified acquisition thresholds (between \$10,000 to \$250,000);
- 3) A procedure for sealed bids (over \$250,000);
- 4) A procedure for competitive proposals (with an explanation for why sealed bids were not accepted if over \$250,000); and
- 5) A procedure for noncompetitive bids.

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

Cross-Reference: Policies 3130 & 3131.

Contract Terms: All contracts funded (in whole or in part) by federal funds and/or federal awards must contain the following terms or, via this Policy, the following terms are required and incorporated into any such contracts:

- 1) An assurance that minority business enterprises and labor surplus area firms are used, when possible;
- 2) An Anti-Lobbying clause for all contracts, including an Anti-Lobbying Certification, for contracts exceeding \$100,000;
- 3) A Suspension and Debarment clause;
- 4) A provision for termination for cause and for convenience, including the manner by which it will be affected and the basis for settlement;
- 5) A clause that addresses administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and a provision for sanctions and penalties;
- 6) For contracts in excess of \$150,000, a clause addressing the Clean Air Act and the Federal Water Pollution Control Act;
- 7) A provision maintaining contract oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders;
- 8) A provision addressing the District's conflict of interest policies; and
- 9) A requirement that the contractor maintains records related to the contracted work.

Legal Reference: 2 CFR § 200.319(d); 2 CFR § 200.321; 2 CFR § 200, Appendix II(I); 2 CFR § 200, Appendix II(H); 2 CFR § 200, Appendix II(B); 2 CFR § 200, Appendix II(A); 2 CFR § 200, Appendix II(G); 2 CFR § 200.318(b); 2 CFR § 200.318(c)(1); 2 CFR § 200.318(i); 2 CFR § 200.324(a); 2 CFR § 200.324(b).

Federal Interest Reporting: The District will follow the required federal interest reporting and recording requirements, if applicable, for any real property or improvement interest financed, in whole or in part, with federal funds.

Legal Reference: 2 CFR §§ 200.310-200.313.

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

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

Legal Reference: 2 C.F.R. § 200.333, 2 C.F.R. § 200.34 & 34 C.F.R. § 81.31.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will either: (1) verify that a vendor has not been debarred, suspended or otherwise excluded via SAM.gov, (2) collect a verification from that vendor; or (3) add a clause to the contract with the vendor. The District will maintain a copy of said verification or documentation.

Legal Reference: 2 C.F.R. § 200.213.

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

- 1) Identifying all of the federal awards received and expended and the federal programs under which they were received;
- 2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
- 3) Maintaining records and documentation that sufficiently identify the amount, source, and expenditure of funds for federally funded activities;
- 4) Ensuring effective controls over accountability and safeguards for all funds, property, and other assets;
- 5) Comparing actual expenditures with budget amounts for each federal award;
- 6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
- 7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

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

Legal Reference: 2 C.F.R. § 200.307.

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

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

Legal Reference: 2 C.F.R. § 200.306.

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

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

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

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

Any leave and/or fringe benefits charged to a federal award must satisfy all criteria set forth in 2 C.F.R. § 200.431(b) and/or (c).

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

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

Federal Funds for Construction Projects: If the District is granted the authority to use federal funds for a construction project, the District will follow the Davis-Bacon and Related Acts, including the payment of “prevailing wages” to those who work on the job site, as well as the contractor bonding requirements.

Legal Reference: 40 U.S.C. § 3141, et seq; 2 C.F.R. § 200.326.

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

- 1) Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.
- 2) Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$10,000 or more have the prior written approval of the federal awarding agency or pass-through entity.
- 3) Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.
- 4) Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.
- 5) When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the federal awarding agency.
- 6) If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

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

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

Conflict of Interest: No District employee, agent, or Board Member with a real or apparent conflict of interest may participate in the selection, award, or administration of a contract supported by or with federal funds. A “conflict of interest” includes, but is not limited to, a financial or other interest in or a tangible personal benefit from federal funds that would directly or indirectly benefit either (1) the employee, agent, or board member; (2) any member of their immediate family; or their spouse or partner, or (3) an organization that employs or is about to employ those individuals. District employees, agents, and Board Members may only accept gratuities, favors, or anything of monetary value from federally funded contractors in accordance with the District’s Conflict of Interest Policy. Any District employee, agent, or Board Member who knowingly violates these terms may be subject to discipline, up to and including termination of employment and/or referral for possible criminal prosecution.

Legal Reference: 2 C.F.R. §§ 200.112 & 200.318.

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

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

Travel Costs: Travel costs (including transportation, lodging, subsistence, and related items) incurred by an employee who travels on official business for a federal award may only be charged to the federal award on an actual cost basis, a per diem or mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. The District will ensure that the method used will be consistent with the method normally allowed in similar circumstances in the District’s other travel and Board Policies. Any travel costs charged directly to a federal award must be documented to justify that (1) the individual’s participation is necessary for the federal award and (2) the costs are reasonable and consistent with the District’s travel costs and expectations. All travel costs must be reasonable and not in excess of what the District typically allows for other travel. All reasonable rates and amounts will be consistent with the rates and amounts established under 5 U.S.C. 5701-11.

Legal Reference: 2 C.F.R. § 200.475

Date of Adoption: [Insert Date]

13. Old Business

14. New Business

14.1. Discuss, Consider, and take Necessary action for the approval of the MOE with the Lancaster County Sherrif's Department regarding the SRO position.

## INTERLOCAL AGREEMENT

THIS AGREEMENT is entered into by and between the County of Lancaster, Nebraska, a political subdivision of the State of Nebraska, on behalf of the Lancaster County Sheriff's Office, hereinafter referred to as "the County," and Lancaster County School District 161, Raymond Central Public School, hereinafter referred to as the "School".

WHEREAS, the Interlocal Cooperation Act, Neb. Rev. Stat. § 13-801 *et seq.* permits units of local government in the State of Nebraska to cooperate with other localities on a basis of mutual advantage and thereby provide services in a manner that will best serve local communities; and

WHEREAS, the Lancaster County Sheriff (LSO) is charged with the responsibility of law enforcement in the County; and

WHEREAS, the County believes the presence of LSO School Resource Officers from the Lancaster County Sheriff's Office will be of assistance to the County, LSO, and the School.

WHEREAS, the School desires to have an LSO School Resource Officer serve Raymond Central High School during the calendar year; and

WHEREAS, the County is willing to provide an LSO School Resource Officer to the School to serve Raymond Central High School in consideration of certain amounts to be paid by the School as established pursuant to the terms of this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants contained herein, it is agreed between the parties as follows:

- 1) Length. The term of this Agreement is August 1, 2025 through July 31, 2028.
- 2) Purpose. The purpose of this Agreement is to provide one LSO School Resource Officer to serve Raymond Central High School ("School"). The LSO School Resource Officer will visit the School with equal frequency as the other schools assigned, during hours that they are in session, and during school events as requested by the School. It is the responsibility of the LSO School Resource Officer to respond when a student is suspected of or has been charged with a criminal offense as provided by City Ordinance, State Statute or Federal Law. The School Resource Officer will work as a collaborative member of the school's administrative team and will assist any student for violations of school rules only. The School Resource Officer's decision to physically engage any student will be based on the totality of the circumstances and the threat posed by the student(s) to persons or property.
- 3) Responsibilities.

- A. The County will have the following duties and responsibilities:
1. LSO will provide one (1) full time sworn peace officer/deputy with the Lancaster County Sheriff's Office to function as the LSO School Resource Officer. Such deputy may be dispatched away from his/her LSO School Resource Officer duties in the case of an extreme emergency that requires his/her presence elsewhere. This Agreement shall not prevent such deputy from providing LSO School Resource Officer services to other schools in Lancaster County.
  2. LSO School Resource Officer shall establish and maintain a liaison between School personnel, LSO personnel, and elements of the juvenile justice system. LSO School Resource Officer shall serve as a resource to High School employees, students, and parents/guardians of students on law enforcement related issues concerning crime prevention and investigations. The LSO School Resource Officer shall not be involved in the enforcement of school rules or act as a school disciplinarian. The LSO School Resource Officer may provide assistance when: (a) required by law under Neb. Rev. Stat. §§ 79-262 and 79-293 or other state or City/County/Security Agency law; (b) there is a threat to the safety of students, teachers, or public safety personnel; (c) to assist with victims of crime, missing persons, and persons in mental health crisis; (d) in an attempt to prevent criminal activity from occurring; or (e) it is required as part of emergency management response.
  3. School and the LSO Resource School Officer will address disciplinary and law enforcement situations in accordance with the applicable School and LSO policies provided in **Attachment A**, attached hereto, and incorporated herein by this reference. Such policies include, but are not limited to, addressing when a parent or guardian will be notified or present if a student is subject to questioning or interrogation, addressing when a student will be advised of constitutional rights, student and parent complaint processes, etc.
  4. LSO School Resource Officer will perform his/her duties in full LSO deputy uniform. This uniform will include safety equipment designated for use by sworn field personnel pursuant to Lancaster County Sheriff's Office policies and practice.
  5. The parties further agree that the LSO Resource Officer will distribute his/her time during the school week between Malcolm Public and Raymond Central School at the discretion of the LSO Resource Officer.
  6. The following actions may be taken at the sole discretion of the LSO School Resource Officer, his/her supervisor, or the Lancaster County Sheriff:

A. The LSO School Resource Officer may take appropriate law enforcement action when situations arise requiring the exercise of police authority;

B. The LSO School Resource Officer may conduct patrol activity in and around the campus of the High School; and

C. The LSO School Resource Officer may conduct preliminary and follow-up investigations of crimes that occur on or near the campus of the High School.

7. LSO School Resource Officer shall employ best practices so that all students are treated impartially and without bias and maintain a high level of confidentiality of all matters regarding the School, staff, and student information.
8. LSO School Resource Officer shall keep records on each student referral for prosecution in response to an incident occurring at School, on School grounds, or at a School-sponsored event and ensure that such records allow for analysis of related date and delineate: (a) the reason for such referral; and (b) Federally identified demographic characteristics of such student.
9. Within six (6) months of being assigned to School, LSO School Resource Officer shall have completed a minimum of twenty (20) hours of training focused on school-based law enforcement, including but not limited to, coursework focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice practices, and preventing violence in school settings.

B. The School will have the following duties and responsibilities:

1. School is ultimately responsible for school discipline and culture.
2. School staff shall not involve the LSO School Resource Officer in disputes related to issues of school discipline; however, the LSO School Resource Office may serve as a complement to School staff, provide education, or act in the role of a mentor, counselor, or trusted adult as herein provided.
3. Within six (6) months of an LSO School Resource Officer being assigned to School, a minimum of one administrator in each elementary and secondary

school building shall have completed a minimum of twenty (20) hours of training, excluding previous college coursework, focused on school-based law enforcement, including, but not limited to course work focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice, and preventing violence in school settings.

- 4) All matters relating to the LSO School Resource Officer's duties, standards of service, discipline of officer(s), rendition of performance, training, and other such matters incident to the performance of this Agreement and the personnel employed in the performance of this Agreement shall be under the exclusive control of the Lancaster County Sheriff. In exercising this control, the Sheriff shall give due consideration to those reasonable requests of the School which are properly brought to his attention.
- 5) The LSO School Resource Officer shall be a member of the Lancaster County Sheriff's Office, trained by the LSO and under the direct and exclusive control of the Lancaster County Sheriff. He/she shall have all the authority of any other deputy of the Lancaster County Sheriff's Office. The personnel performing such LSO School Resource Officer duties may be reassigned or released, as the Sheriff shall determine, and in accordance with the applicable rules and regulations of the Merit Commission and the Labor Agreement between the County of Lancaster and the Lancaster County Deputy Sheriffs' Association Fraternal Order of Police, Lodge 29.
- 6) The County and its agencies shall assume responsibility for supplying all supervision, materials, communications, and equipment which are necessary for the performance of LSO School Resource Officer services to the School.
- 7) Compensation for the deputy and provision for bonds, fringe benefits, insurance and Workers' Compensation shall be the sole responsibility of the County, except as provided in Paragraph 9(a) Overtime Compensation. The County shall pay all overhead costs, to include: training expenses, record-keeping expenses and all other administrative costs.
- 8) The School shall not be called upon to assume any liability for the direct payment of any salaries, wages, or other compensation for the services of the deputy, including payments for injury or sickness, unless such sickness or injury is caused by the intentional or negligent acts of School administrators or employees, except as provided in Paragraph 9(a) Overtime Compensation.
- 9) Compensation. The School agrees to pay to the County a base annual amount of twenty-three

thousand nine hundred sixty-two dollars (\$23,962) for the first year of the contract (August 1, 2025 to July 31, 2028). The parties agree that the base annual amount will increase 3.5% each contract year thereafter unless the Agreement is terminated by the parties as provided herein. The County will present the School with a statement for the base annual amount at the beginning of each contract year. The base annual amount for each contract year may be paid in monthly payments throughout the contract year, or the base annual amount for each contract year may be paid in full and made at the beginning of each contract year. The School shall notify the Lancaster County Sheriff of which of the above payment methods shall be used by the School. If the base annual amount for a contract year is to be paid in monthly payments, then monthly payments shall be due and payable on the 15<sup>th</sup> day of each calendar month, commencing August 15, 2025. If the base annual amount for a contract year is to be paid in full at the beginning of the contract year, then the school shall make payment to the County within thirty (30) days of the presentment of the statement for compensation by the County.

A. Overtime Compensation. The procedure for overtime compensation shall be as follows:

1. The School will contact the LSO Support Services Captain to request deputies to work any extra duty, outside of the daily SRO duties, for security at school events.
2. LSO will post extra duty jobs for deputies to sign up and be selected, giving preference to the respective assigned SRO at the school.
3. LSO will pay overtime to deputies who work extra duty events.
4. LSO will submit a monthly invoice to the school that shows each event worked for the month, the total number of hours worked for each event, and the Actual Costs associated with providing those deputies for each event.
  - a. Commissioned, non-exempt personnel: Actual Costs include compensation at the rate of one and one-half (1.5) times the regular hourly rate of the LSO employee, plus benefits calculated at 20.45% of gross pay earned for work under this Agreement.
  - b. Commissioned, exempt personnel: Actual Costs include compensation at the regular hourly rate of the LSO employee, plus benefits calculated at 20.45% of gross pay earned for work under this Agreement.
  - c. Any other costs must be approved in advance by the school superintendent or designee.
5. A spreadsheet showing each employee's hours worked, wages, and benefits shall be included with each invoice.
6. School will remit payment within thirty (30) days of receipt of the monthly invoice.

10) Independent Contractor. It is the express intent of the parties that this Agreement shall not create an employer-employee relationship. Employees of the County shall not be deemed to be

employees of the School and employees of the School shall not be deemed to be employees of the County.

- 11) Assignment. Neither the County nor the School shall assign its duties and responsibilities under this Agreement without the express written permission of the other party to this Agreement.
- 12) Hold Harmless. Each party agrees to indemnify and hold harmless, to the fullest extent allowed by law, the other party and its principals, officers, and employees from and against all claims, demands, suits, actions, payments, liabilities, judgments, and expenses (including court-ordered attorneys' fees), arising out of or resulting from the acts or omissions of their principals, officers, or employees in the performance of this Agreement. Liability includes any claims, damages, losses, and expenses arising out of or resulting from performance of this Agreement that results in any claim for damage whatsoever including any bodily injury, civil rights liability, sickness, disease, or damage to or destruction of tangible property, including the loss of use resulting therefrom. Further, each party shall maintain a policy or policies of insurance (or a self-insurance program), sufficient in coverage and amount to pay any judgments or related expenses from or in conjunction with any such claims. Nothing in this Agreement shall require either party to indemnify or hold harmless the other party from liability for the negligent or wrongful acts or omissions of said other party or its principals, officers, or employees.
- 13) Severability. If any portion of this Agreement is held invalid, the remainder hereof shall not be affected thereby if such remainder would then continue to conform to the terms and requirements of applicable law.
- 14) Equal Employment Opportunity. In connection with the carrying out of the activities provided herein, neither the County nor the School shall discriminate against any bidder, employee, applicant for employment, or any other person because of race, color, religion, sex, disability, national origin, age, marital status, or receipt of public assistance.
- 15) Termination. This Agreement may be terminated at any time by either party by giving sixty (60) days written notice.
- 16) Force Majeure. In case performance of any terms or provisions hereof shall be delayed or prevented because of compliance with any law, decree or order of any governmental agency or authority of local, State or Federal governments or because of riots, war, terrorism, explosions, acts of civil or military authority, acts of public enemy, public disturbances, lack of adequate security escorts, strikes, lockouts, labor disputes, earthquakes, fires, floods, Acts of God or any other reason whatsoever which is not reasonably within the control of the Party whose performance is interfered with and which, by the exercise of reasonable diligence, said Party is unable to prevent; the Party so suffering shall immediately give notice to the other Party of the Force Majeure Event. Upon such notice, the obligations of the affected Party under this contract which are reasonably related to the Force Majeure Event may, at its option, be suspended,

without liability, the performance of its obligations hereunder during the period such cause continues. The affected Party shall do everything reasonably necessary to overcome the effects of the Force Majeure Event, mitigate the effect of any delay occasioned by any Force Majeure Event, and ensure resumption of normal performance of this Agreement as soon as reasonably practicable and shall perform their obligations to the maximum extent practicable.


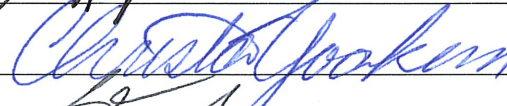
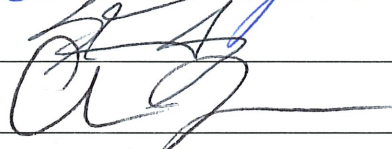
Once the Party is given notice of such Force Majeure Event, that Party shall keep track of the number of days such period continues. Once the Force Majeure Event has ended, the Party shall confirm the length of the period. Once the length has been confirmed, the Party so suffering may either receive a reimbursement for the length of the period or may credit that amount towards any renewal year. If the Party so suffering wants to be reimbursed, the other Party shall issue the reimbursement within forty-five (45) days receipt of the suffering Party's decision.

- 17) Entire Agreement. This Agreement constitutes the entire Agreement between the parties with respect to the subject matter herein and merges all prior discussions between them. It shall not be modified except by written agreement dated subsequent to the date of this Agreement and signed by all parties.

EXECUTED this 12 day of August, 2025, by Lancaster County, Nebraska.

BY THE BOARD OF COUNTY  
COMMISSIONERS OF LANCASTER  
COUNTY, NEBRASKA

By: \_\_\_\_\_

  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
**VEST ABSENT**  
\_\_\_\_\_

APPROVED AS TO FORM:

This 12th day of August, 2025.

  
\_\_\_\_\_  
Deputy County Attorney  
for PATRICK CONDON  
County Attorney

EXECUTED this \_\_\_\_\_ day of \_\_\_\_\_, 2025, by Raymond Central Public School District 161.

RAYMOND CENTRAL PUBLIC SCHOOL  
DISTRICT 161

By: \_\_\_\_\_

\_\_\_\_\_  
Title

**Attachment A****Student Discipline**

A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:
  - a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
  - b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
  - b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
  - c. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
  - d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.
  - e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
1. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

2. Expulsion:

- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
- b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.
- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending

- school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.
- g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept non duplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.
  - h. Exception for Pre-Kindergarten through Second Grade Students. Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with this Policy's disciplinary procedures.
  - i. Religious Freedom. The District will not substantially burden a student's right to religious exercise unless the student's religious exercise is disruptive to the school environment, not permitted by staff, may pose a safety risk, or would otherwise interfere with the school day.
4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
- a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
  - b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

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

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.
- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
  2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
  3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
  4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
  5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
  6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
  7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be

alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or has the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for riding school buses or vehicles.
17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
  - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
  - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one

calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such a one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

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

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

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

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

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
  - a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
  - ~~b. Shorts, skirts, or skorts that do not reach mid thigh or longer.~~
  - c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.

- d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
- e. Head wear including hats, caps, bandannas, and scarves.
- f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
- g. Clothing or jewelry that is gang related.

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal’s office.

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

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

## 2. Academic Integrity.

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

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

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:
  - (1) “Cheating” means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:
    - (a) Tests (includes tests, quizzes and other examinations or academic performances):
      - (i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test,

- the student informs other students in a later section of the questions that appear on the test.
- (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formula in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
  - (iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
  - (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
  - (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.
- (b) Papers (includes papers, essays, lab projects, and other similar academic work):
- (i) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
  - (ii) Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
  - (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student’s work. For example, a student engages in cheating if the student has a draft essay reviewed by the student’s parent or sibling, and the essay is substantially re-written by the student’s parent or sibling. Assistance from home is encouraged, but the work must remain the student’s.
  - (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
  - (v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student’s real reason for missing class was because the student had not finished the paper.
- (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher’s grade book or the school records is a serious form of cheating.
- (2) “Plagiarism” means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source

without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

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

### 3. Electronic Devices

- a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.
- b. Definitions.
  - (1) “Electronic devices” include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, laptop computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

- (2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
- (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
  - (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
  - (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.
- c. Possession and Use of Electronic Devices.
- (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.
  - (2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student does not commit any abusive use of the device (see paragraph (d)(1)). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.
  - (3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a laptop computer for a class presentation).
  - (4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student’s parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent’s condition).
- d. Violations
- (1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for:
    - (a) activities which disrupt the educational environment;
    - (b) illegal activities in violation of state or federal laws or regulations;
    - (c) unethical activities, such as cheating on assignments or tests;
    - (d) immoral or pornographic activities;
    - (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment;
    - (f) recording others (photographs, videotaping, sound recording, etc.) or otherwise transmitting images and/or sounds of another person or persons without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public;
    - (g) “sexting;” or
    - (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

- (2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.
- (i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.
  - (ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.
  - (iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.
- (3) Penalties for Prohibited Use of Electronic Devices: Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:
- (i) Students found in possession of a "sexting" message shall be subject to a one (1) day suspension from school.
  - (ii) Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.
- (4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.
- e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The

school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

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

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

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

F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:

1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
2. Students in the hallway during class time must have a pass with them.
3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.
4. Students are expected to bring all books and necessary materials to class. This includes study halls.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not to operate the mini-blinds or the windows.
7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
10. Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Snow handling is prohibited.

G. Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student's maturity, mental capacity, and behavioral disorders, where applicable.

When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

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

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

Legal Reference: Neb. Rev. Stat. §§ 79-254 to 79-296  
LB 43 (2024)

Date of Adoption: April 20, 2009  
Date of Revision: May 15, 2024

**Anti-discrimination, Anti-harassment, and Anti-retaliation****A. Elimination of Discrimination.**

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

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

**Students: Building Principal**

**Employees and Others: Superintendent**

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

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

1. **Purpose:** The Raymond Central Public School District is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence

(such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, when appropriate.

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

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

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

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

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

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

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

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

the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

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

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

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

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

5. **Training:** The District will ensure that relevant District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.
6. **Designated Compliance Coordinators** will be responsible for:
- Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
  - Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
  - Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
  - Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.

- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

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

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

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

Date of Adoption: August 15, 2011

Date of Revision: June 16, 2021

Reviewed with No Changes: December 13, 2023

## **Requests to Contact Students and Student Interviews by Non-School Personnel**

### **A. Removals of Students and Interviews of Students**

In dealing with law enforcement officials, Raymond Central Public Schools' employees are not to obstruct government operations or unreasonably refuse or fail to aid a peace officer, but are also to attempt to prevent undue interference with District operations or educational programming.

#### **1. Removals of Students by Law Enforcement Officials**

Law enforcement officers should not be permitted to remove a child from school while the child is properly in attendance, without permission of the child's parent or guardian, except when legally authorized to do so. For purposes of this policy, a law enforcement officer is defined as: sheriffs, coroners, jailers, marshalls, police officers, state highway patrol officers, members of the National Guard on active service by direction of the Governor during periods of emergency, and all other persons with similar authority to make arrests. (Neb. Rev. Stat. §49-801).

Law enforcement officers may in the line of duty require a student to accompany him or her for questioning or detention either with or without an arrest warrant. A peace officer has the lawful authority to take immediate temporary custody of children under the age of 18 with an arrest warrant, or without a warrant or order of the court when:

- (a) the child has violated a state law or municipal ordinance and such child was eleven years of age or older at the time of the violation, and the officer has reasonable grounds to believe such child committed such violation and was eleven years of age or older at the time of the violation;
- (b) the child is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the child's protection;
- (c) the officer believes the child to be mentally ill and dangerous as defined in Neb. Rev. Stat. §71-908 and that the harm described in that section is likely to occur before proceedings may be instituted before the juvenile court;
- (d) the officer has reasonable grounds to believe that the juvenile has run away from his or her parent, guardian, or custodian;
- (e) a probation officer has reasonable cause to believe that a juvenile is in violation of probation and that the juvenile will attempt to leave the jurisdiction or place lives or property in danger;
- (f) the officer has reasonable grounds to believe the juvenile is truant from school. (Neb. Rev. Stat. §§43-418 and 43-248).
- (g) the officer has reasonable grounds to believe the child is immune from prosecution for prostitution under subsection (5) of section 28-801; or
- (h) the child has committed an act or engaged in behavior described in subdivision (1), (2), (3)(b), or (4) of section 43-247 and such child was under eleven years of age at the time of such act or behavior, and the officer has reasonable cause to believe such child committed such act or engaged in such behavior and was under eleven years of age at such time.

If a peace officer or probation officer requests to take custody of a student who is at that time under the control and jurisdiction of Raymond Central Public Schools, the following action is to be taken:

- (a) **Establish Authority to Remove**. The student should be released after appropriate measures are taken and documented to ensure that the officer has the authority to take the student. The form attached as Exhibit "A" to this Policy may be used for this purpose.

- (b) Notify Local Law Enforcement. In some instances there may be orders for custody of a student served by the officers with authority to arrest from outside the jurisdiction of Raymond Central Public Schools. Local law enforcement should be contacted and requested to participate in or monitor the removal.
- (c) Notify Parent of Removal. When a principal or other school official releases a minor student to a peace officer for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor student to the officer and the place to which the student is reportedly being taken. Provided, however, when a minor student has been taken into custody as a victim of suspected child abuse, the principal or other school official is not required to notify the parent or guardian, but shall provide the peace officer with the address and telephone number of the minor student's parents or guardian.

A student should not be released to a private detective or "special police officer" who is not an officer of a Nebraska political subdivision or an officer of an agency of the federal government without consent of the student's parent, guardian or custodian.

## 2. Interviews of Students by Law Enforcement Officials

Law enforcement officers and other law authorities should be urged to contact students for questioning outside the instructional day and off school premises whenever possible. When it is appropriate that such questioning occur, the following guidelines are to be followed:

- (a) Interviews not related to District Events. If an interview of a student is requested during school hours concerning an ongoing investigation of a crime not related to Raymond Central Public Schools, questioning should not take place until the student's parent, guardian or custodian has been contacted and permission is given for such interview. The consent should be documented. The presence of a school employee during the interview is not necessary.
- (b) Interviews Related to District Events. If the investigation relates to an incident which took place on school premises or during instructional time, it is not necessary to obtain consent of the student's parent, guardian or custodian. In these situations, an employee of the District should be present during the interview to ensure that the interview relates only to the incident which took place on school premises or during instructional time or something which is directly related thereto.
- (c) Child Abuse or Neglect. If an investigator represents that an interview is necessary to collect information concerning an allegation of child abuse or neglect or an offense involving a family relation and it is clear that obtaining parental consent for the interview would be impossible or counter-productive, the interview may be conducted without consent of the student's parent, guardian or custodian. In these situations, an employee of Raymond Central Public Schools should be present during the interview to ensure that the interview relates only to those matters.
- (d) Probation Officer Interview. A probation officer assigned to a student by a court may be allowed the opportunity, on request, to interview a student on school premises. In such situations, it is neither necessary nor desirable that a District employee be present during the interview. It also is not necessary to obtain the consent of the parent, guardian, or custodian.

3. Disclosure of Student Records

School employees shall not, in the course of dealing with a peace officer or probation officer, disclose any confidential student records or information from such student records other than in response to a court order or subpoena or as otherwise authorized by state law and the Family Educational Rights and Privacy Act (FERPA).

4. Removals and Interviews by Persons other than Law Enforcement Officials

A person who comes to school premises to interview a student or remove a student prior to the end of the student's instructional day must obtain permission of an administrator or designee.

Permission to remove is not to be granted without consent of the student's parent, guardian or custodian, or a person authorized by the student's parent, guardian or custodian to give such permission.

Permission to interview on subjects not related to school matters is not to be granted unless there is a clearly valid and proper reason for the interview and such is not disruptive to school operations or the student's educational program. Ordinarily such contacts shall be restricted to the student's parent, guardian or custodian or a friend of the family when an emergency or other similar circumstance exists.

Legal Reference: Neb. Rev. Stat. §§ 43-248; 43-418; 79-294; 79-2104  
20 U.S.C. §1232g (FERPA)

Date of Adoption: April 20, 2009  
Date of Revision: June 14, 2014  
Reviewed with No Changes: December 13, 2023

**AR-5413--Exhibit A**  
**Affidavit and Release to Remove Student**

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

The undersigned hereby states and affirms to the Raymond Central Public Schools as follows:

1. That I am duly-appointed and acting peace officer employed by \_\_\_\_\_ and am currently acting within the scope of such employment.
2. That request is hereby made of the Raymond Central Public Schools to deliver to me the following named student: \_\_\_\_\_.
3. That I am entitled to immediate physical custody of said student by virtue of:
  - ( ) Neb. Rev. Stat. 43-248 for the reason that said student (1) violated a state or municipal law in my presence, (2) is believed by me to have committed a felony, (3) is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the student's protection, or (4) is believed to have run away from his or her parent, guardian, or custodian.
  - ( ) There having been issued a valid warrant for such student's arrest, a true copy of which is attached hereto.
  - ( ) There being reasonable grounds for me to arrest such student without a warrant, such grounds being that:
  - ( ) Other (specify) the student being placed under arrest due to following authority:
4. That the undersigned will take immediate action to notify the parent(s), custodian, or legal guardian of said student that said student has been taken into custody and the reason or reasons for said custody.
5. That the undersigned has the legal right to take custody of the student without the consent of said student's parent(s), guardian, custodian, or the Raymond Central Public Schools.
6. That any facts or circumstances set out on the back of this affidavit and release are true and correct and are incorporated herein by reference.

(Give complete description of officer's name  
and position, including badge number)

**AR-5413--Exhibit B**  
**Affidavit to Interview or Question Student**

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

The undersigned requests the right to interview or question \_\_\_\_\_, a student of the Raymond Central Public Schools, and hereby states and affirms to the Raymond Central Public Schools as follows:

- ( ) That the undersigned is a duly appointed probation officer acting pursuant to a valid appointment by the \_\_\_\_\_ Court of \_\_\_\_\_ County, Nebraska.
- ( ) That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate such an investigation.
- ( ) That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate an investigation of criminal activity which occurred on the school premises.
- ( ) That the undersigned is duly authorized by law to investigate allegations of abuse or neglect as defined in Neb. Rev. Stat. 28-710(3) and this request is made to facilitate an investigation where a family member is alleged to have committed acts of abuse or neglect against the above-named student.
- ( ) That requesting consent to the interview from the child's parent or guardian and notification of child's parent or guardian of the interview would be counter productive, and request is hereby made that the same be kept confidential.

That the additional information, if any, set out on the back of this affidavit is true and correct and is incorporated herein by reference.

(Give complete description of officer's name  
and position, including badge number)



Lancaster County Sheriff's Office  
Standard Operating Procedures

## **JUVENILE LAW VIOLATORS**

Number: 2050

Issued by: Terry T. Wagner, Sheriff

Replaces: SOP 2050 01/01/11

Effective date: 12/01/2021

References: N.R.S. 42-248, 43-248.01

et seq., 43-250, 43-253, SOP2030, SOP 2210, SOP 2220

### I. POLICY

- A. The Lancaster County Sheriff's Office regards its role in handling juvenile law violators to be protecting the public and acting in the best interest of the child. The office will follow a course of action intended to insure the least restrictive action necessary to protect both the public and the juvenile. This SOP applies to youths under the age of 18.

### II. PROCEDURE

- A. Interviews of juveniles as suspects in criminal offenses
  1. Age 16 and 17
    - a. Permission to interview the child from a parent or legal guardian is not necessary;
    - b. Miranda warnings and the suspect's waiver are required for a custodial interrogation;
    - c. Reasonable efforts to notify the parent/guardian of the youth interviewed as a suspect to inform them of the circumstances of the case shall be made after the interview.
  2. Age 15 or under
    - a. Deputies may make preliminary inquiries in the field of youths, without parental notification or permission. When an investigation focuses on a specific youth as a suspect, however, notification and permission from the parent or guardian shall be obtained unless doing so would significantly impede the investigation;
    - b. Miranda warnings are required and shall be administered prior to custodial interrogations. It may also be necessary to read Miranda warnings to the parent/guardian and to obtain a waiver from the parent/guardian. This is a case-by case decision which depends upon the competence of the child to understand the rights and to waive them intelligently and voluntarily. The youth's age, educational development, maturity, emotional state, knowledge of the criminal justice system and similar factors should be weighed in making this determination.
  3. Juveniles should only be interviewed at schools during school hours when no practical alternative exists.
- B. Custody of juvenile offenders

1. Deputies may take youths into custody or detain youths for issuance of citations when there is probable cause to believe that the youth has committed a violation of the law.
2. Deputies may also take youths under age 18 into custody when the youth is a runaway.
3. Deputies may exercise their discretion to release a juvenile who has allegedly committed an offense without an arrest, citation or other formal action if:
  - a. the victim (if any) does not object, and;
  - b. the offense is a minor misdemeanor or infraction not involving controlled substances, sexual conduct or an apparent risk of violence, and;
  - c. the deputy believes that informal handling of the situation is in the best interest of the child.
4. In electing to handle a juvenile offender without any formal action, deputies shall consider such factors as the nature of the offense, the youth's prior conduct and the ability of parent/guardian to govern the child's behavior and should not be influenced by the child's socioeconomic status, race, etc.
5. Copies of reports in such cases should be forwarded to the County Attorney's Office, even when no formal action is taken, for their information and review.

C. Disposition of juvenile offenders

1. Misdemeanors and infractions:
  - a. Regardless of age, juveniles should be cited and released by preference as outlined in SOP 2030, "Arrest/Citation in Lieu of Arrest."
    - i. Juveniles in custody should not be released when the deputy has a reasonable belief that the youth will be endangered in their surroundings if released or when the juvenile is under the influence of alcohol or drugs.
    - ii. Juveniles may be cited and released for most traffic violations, to include DUI/DWI, with a citation and court date.
  - b. Juveniles may be released on their own for most misdemeanors. In some cases, however, juveniles will be released only to a parent, guardian or other responsible adult who is willing to accept responsibility for the youth. This includes:
    - i. offenses involving actual or threatened violence;
    - ii. sexual offenses;
  - c. circumstances in which the deputy believes the youth to be under the influence of alcohol or some other drug to a significant degree. Misdemeanor criminal citations issued to youths 17 and younger should not have a court date assigned. Instead, the deputy should write, "Referred to Juvenile Court," in the spaces normally reserved for court time and date and instruct the youth and parent/guardian that the County Attorney's Office will notify them by mail of an appointment or appearance date and time.

- d. If the juvenile is age 13 to 17 years of age is a risk to themselves or others and needs to be lodged at the Youth Services Center, the deputy must first get approval for detention from a Juvenile Probation Officer by calling the probation office (402-441-7364), or after hours at pager (402-499-4549) The probation officer will meet the deputy at the Detention Center, or another agreed upon location to investigate the necessity for detention of the juvenile. After the deputy has delivered custody of the juvenile to the probation officer (if the interview is conducted at the Youth Services Center), the deputy may leave and would be notified as soon as possible whether the juvenile was detained or released by the probation officer. If the juvenile is detained, the arresting deputy will immediately complete the Probable Cause Affidavit for submission to the County Attorney's Office.
- e. If the juvenile is 11 or 12 years of age they cannot be placed at the Youth Services Center.
  - i. Contact probation for placement options.
- f. If the juvenile is 10 years of age or younger and needs to be detained and placed outside of their residence the deputy should contact the DHHS hotline number: 1-800-652-1999. A DHHS staff representative will make arrangements for the placement of the juvenile.
- g. When placing juveniles 10 and under, Deputies shall
  - i. Complete a, "juvenile temporary custody affidavit." One original and two copies are required.
  - ii. The original affidavit should be delivered to the County Attorney's Office as soon as possible and the copies left in Records.
  - iii. Notify the County Attorney's Office – directly by phone during normal business hours, or through the on-call juvenile county attorney after hours.
  - iv. Arrange for the juvenile to be photographed. Juveniles under the age of 14 cannot be fingerprinted without a court order.
  - v. Make reasonable efforts to notify the parents or guardian that the child has been placed into temporary custody.
- h. Youths booked at the Juvenile Detention Center should be photographed and fingerprinted (14 and older on fingerprinting).
- i. Fingerprinting youths under the age of 14 requires a court order;

## 2. Felony cases

- a. Juveniles arrested for felonies shall be cited and released or lodged at the Youth Services Center, following the same guidelines as for misdemeanors discussed above, except that in felony cases, the juvenile shall be released only to a parent/guardian or other responsible adult;
- b. Youths who are cited for a felony and released should be photographed and fingerprinted if age 14 or older. Both should be completed as soon as practical.

- c. Juveniles who are lodged at the Youth Services Center for a felony or misdemeanor criminal offense will be “Referred to Juvenile Court.”
  - 3. No need to contact probation officer when:
    - a. the juvenile is on parole from a youth or adult correctional facility and parole has already authorized detention;
    - b. when the youth has escaped from any jail or correctional facility.
- D. Juvenile arrested on juvenile warrants
  - 1. A deputy taking a juvenile into custody on a juvenile arrest warrant must get approval prior to lodging the individual from a Juvenile Probation Officer by calling the probation office (402-441-7364), or after hours at (402-499-4549).
    - a. if detention is not required, the juvenile may be released without bond if such release is in the best interest of the juvenile, the safety of the community is not at risk, and the court that issued the warrant is notified that the juvenile has been taken into custody. (Notification should be done by the Probation Officer).
- E. Right to counsel
  - 1. Juvenile jail standards require that juveniles be given immediate access to a telephone or to counsel as soon as possible after being taken into custody.
    - a. All law enforcement personnel having custody of any person under 18 years of age who has been arrested, restrained or deprived of their liberty for whatever reason shall permit the person in custody, without unnecessary delay after arrival at a law enforcement facility, to call or counsel with their attorney, except when exigent circumstances exist;
    - b. The Juvenile Arrest/Detention form should be filled out with the time and date of phone call or contact with attorney.
- F. Custody of Runaways
  - 1. Youths in custody as runaways, with no other criminal violation, will be held in custody at the Youth Services Center only with the approval of a Juvenile Court probation officer.
  - 2. The Youth Services Center is generally not an appropriate placement for a runaway, except when special circumstances exist, such as a runaway who is currently on probation or parole, or a runaway who has pending criminal charges. In these cases, the deputy may contact a Juvenile Court probation officer for consultation.
  - 3. Other alternatives for runaways which may be appropriate depending on the circumstances of the case would include:
    - a. returning the youth to the custody of their parent/legal guardian;
    - b. placing the youth at a mutually agreed upon private residence with the consent of parent/legal guardian;
    - c. placing the youth in emergency temporary custody and contacting Division of Children & Family Services (DCFS) for a temporary foster placement if the child is endangered through abuse or neglect;

- d. placing the youth at Freeway Station, with consent of the parent/legal guardian and the Freeway Station's agreement to accept the youth.
  4. Deputies may confer with their supervisors, DCFS personnel, Freeway Station staff or Juvenile Court probation officers for advice and assistance in the placement of runaway youths when necessary.
- G. Parental notification of juvenile arrest
  1. Deputies shall make reasonable efforts to notify the parent/legal guardian of any youth under the age of 18 who is:
    - a. taken into custody, regardless of age;
    - b. issued a citation for a criminal offense, DWI, DUS or reckless driving if 17 or younger;
    - c. issued a citation for a criminal offense, DWI or anything other than a minor traffic infraction, if 16 or 17;
    - d. detained in the field or elsewhere for a significant period of time (longer than necessary for the issuance of a traffic citation);
    - e. minor traffic offenses do not require a parent notification.
  2. The detaining deputy shall complete the "Juvenile Notification of Arrest" form to document the notification. If information is available, include the name and address of both parents.
  3. In the event that the parent/legal guardian cannot be located for this purpose prior to the end of the shift, the deputy shall note the efforts made and turn the form over to a supervisor for continuing efforts on the next shift.
- H. Juvenile record-keeping
  1. The commanding officer of the Support Services Division is responsible for the collection, retention and dissemination of all official reports and records pertaining to calls for service, arrests and crimes, including such records which concern juveniles.
  2. Records concerning juveniles shall be created, maintained and released following the same guidelines as for adults. (See SOP 2210, "Release of Reports and Criminal History Information," and SOP 2220, "General Report Requirements").
  3. Upon receipt of a court order setting aside the adjudication of a juvenile and ordering the record sealed, all reports and records concerning the case shall be sealed. The Support Services Captain shall be responsible for this process.
    - a. No employee shall reveal any information covered by such a sealing order to any person, including a law enforcement agency;
    - b. The court order shall be scanned into the case file.

## Lancaster County Sheriff Office SRO Complaint

LSO will accept and address all complaints of deputy misconduct, including SROs, in accordance with agency policy and applicable federal, state, and local laws, as well as the requirements of Merit Commission rules/regulations, County Personnel Rules, and collective bargaining agreements. Complaints will be accepted from all sources and at any time. Whenever possible, complaints will be referred to an on-duty supervisor. Although not required, complainants are encouraged to file complaints in person so that proper identification, signatures, photographs, or physical evidence may be obtained as necessary. The Professional Standards Division maintains a complaint form which is accessible to the public and LSO employees at the LSO Service Desk, 575 S. 10<sup>th</sup> Street, Lincoln, NE and via the LSO public webpage at [www.lancaster.ne.gov/sheriff](http://www.lancaster.ne.gov/sheriff).

14.2. Discuss, Consider and Take Necessary Action to Approve the 2025-26 budget.

## NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Raymond Central Public Schools (5550161) in Lancaster County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 10 day of September, 2025 at 6:00 o'clock, PM, at Mustang Room, Raymond Jr/Sr High School for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
	2023-2024 (1)	2024-2025 (2)	2025-2026 (3)			
General	\$ 11,251,470.00	\$ 12,129,300.00	\$ 14,176,100.00	\$ 1,268,197.00	\$ 6,417,991.00	\$ 9,117,481.00
Depreciation	\$ 286,298.00	\$ 506,350.00	\$ 1,996,685.00		\$ 1,996,685.00	
Employee Benefit	\$ 22,030.00	\$ 32,000.00	\$ 386,759.00	\$ -	\$ 386,759.00	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 563,347.00	\$ 520,000.00	\$ 942,946.00	\$ -	\$ 942,946.00	
School Nutrition	\$ 589,970.00	\$ 512,000.00	\$ 613,200.00	\$ -	\$ 613,200.00	
Bond	\$ 668,388.00	\$ 679,114.00	\$ 1,249,902.00	\$ -	\$ 749,902.00	\$ 505,051.00
Special Building	\$ 775,484.00	\$ 682,455.00	\$ 4,106,859.00		\$ 3,606,859.00	\$ 505,051.00
Qualified Capital Purpose Undertaking	\$ 6,600.00	\$ 1,965.00	\$ 2,121.00	\$ -	\$ 2,121.00	\$ -
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fee	\$ 78,017.00	\$ -	\$ 38,636.00	\$ -	\$ 38,636.00	
	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>TOTALS</b>	<b>\$ 14,241,604.00</b>	<b>\$ 15,063,184.00</b>	<b>\$ 23,513,208.00</b>	<b>\$ 1,268,197.00</b>	<b>\$ 14,755,099.00</b>	<b>\$ 10,127,583.00</b>

	Bond Purposes	Non-Bond Purposes	Total
Breakdown of Property Tax	\$ 505,051.00	\$ 9,622,532.00	\$ 10,127,583.00

14.3. Discuss, Consider and Take Necessary Action to Set System-Wide 2025-26 Property Tax Request for General Fund, Building Fund, and High School Bond Fund.

## NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Raymond Central Public Schools (5550161) in Lancaster County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 10 day of September, 2025 at 6:00 o'clock, PM, at Mustang Room, Raymond Jr/Sr High School for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
	2023-2024 (1)	2024-2025 (2)	2025-2026 (3)			
General	\$ 11,251,470.00	\$ 12,129,300.00	\$ 14,176,100.00	\$ 1,268,197.00	\$ 6,417,991.00	\$ 9,117,481.00
Depreciation	\$ 286,298.00	\$ 506,350.00	\$ 1,996,685.00		\$ 1,996,685.00	
Employee Benefit	\$ 22,030.00	\$ 32,000.00	\$ 386,759.00	\$ -	\$ 386,759.00	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 563,347.00	\$ 520,000.00	\$ 942,946.00	\$ -	\$ 942,946.00	
School Nutrition	\$ 589,970.00	\$ 512,000.00	\$ 613,200.00	\$ -	\$ 613,200.00	
Bond	\$ 668,388.00	\$ 679,114.00	\$ 1,249,902.00	\$ -	\$ 749,902.00	\$ 505,051.00
Special Building	\$ 775,484.00	\$ 682,455.00	\$ 4,106,859.00		\$ 3,606,859.00	\$ 505,051.00
Qualified Capital Purpose Undertaking	\$ 6,600.00	\$ 1,965.00	\$ 2,121.00	\$ -	\$ 2,121.00	\$ -
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fee	\$ 78,017.00	\$ -	\$ 38,636.00	\$ -	\$ 38,636.00	
	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>TOTALS</b>	<b>\$ 14,241,604.00</b>	<b>\$ 15,063,184.00</b>	<b>\$ 23,513,208.00</b>	<b>\$ 1,268,197.00</b>	<b>\$ 14,755,099.00</b>	<b>\$ 10,127,583.00</b>

	Bond Purposes	Non-Bond Purposes	Total
Breakdown of Property Tax	\$ 505,051.00	\$ 9,622,532.00	\$ 10,127,583.00

## Notice of Special Hearing To Set Final Tax Request

Raymond Central Public Schools (5550161) in Lancaster County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1632, that the governing body will meet on the 10 day of, September 2025 at 6:00 o'clock PM, at Mustang Room, Raymond Jr/Sr High School for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

	2024-2025	2025-2026	Change
Property Valuations	1,042,790,972	1,205,595,312	16%

### 2024-2025 Budget Information

### 2025-2026 Budget Information

Fund	2024-2025			Property Tax Rate	2025-2026			Change	Change in
	2024-2025	2024-2025	2024		2025-2026	2025-2026	Proposed		
<b>General Fund</b>	13,145,088.00	8,130,724.00	0.779708	0.674416	14,176,100.00	9,117,481.00	0.756264	-3%	8%
<b>Bond Fund(s) K - 12</b>	1,370,800.00	326,182.00	0.031280	0.027056	1,249,902.00	505,051.00	0.041892	34%	-9%
<b>Bond Fund(s) K - 8</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Bond Fund(s) 9 - 12</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Bond Fund</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Special Building Fund</b>	3,925,115.00	1,212,121.00	0.116238	0.100541	4,106,859.00	505,051.00	0.041892	-64%	5%
<b>Qualified Capital Purpose Undertaking Fund K - 12</b>	4,053.00		0.000000	0.000000	2,121.00	-	0.000000	#DIV/0!	-48%
<b>Qualified Capital Purpose Undertaking Fund K - 8</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Qualified Capital Purpose Undertaking Fund 9 - 12</b>			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Total</b>	18,445,056.00	9,669,027.00	0.927226	0.802013	19,534,982.00	10,127,583.00	0.840048	-9%	6%

**Notes:**

- (1) The example publications included here are solely to hear taxpayer input at the tax request hearing. No action should be taken at the hearing. Action items should be completed at a regular meeting, ensuring that all requirements of the Open Meetings Act are followed.
- (2) The sample publication is intended to assist subdivisions in meeting the publication requirements related to the Tax Request Hearing. This is a sample form only - it is not a required form. Each subdivision is responsible for ensuring their publication includes all information required by the statutes. Each subdivision may need to modify the sample forms for the circumstances specific to your subdivision.
- (3) If your subdivision is increasing the Property Tax request above the allowable growth percentage (2% plus real growth percentage), you are subject to the postcard notification and joint public hearing requirements of the Property Tax Request Act (§ 77-1633). You are required to attend the Joint Public Hearing outlined in § 77-1633. You are not required to hold the Special Hearing to Set the Final Tax Request as outlined in § 77-1632. You are still required to hold the Budget Hearing, regardless. If the tax request does not exceed the allowable growth percentage, you will continue to hold the Special Hearing to set Final Tax Request as has been done in the past.

14.4. Discuss, Consider, and Take Necessary Action to Approve a Temporary Early Retirement Incentive Program

**RAYMOND CENTRAL PUBLIC SCHOOLS  
2025-2026 TEMPORARY EARLY RETIREMENT INCENTIVE  
POLICY AND PROGRAM**

**A. PURPOSE:**

The purpose of this Temporary Early Retirement Incentive Program (“TERIP”) is to encourage eligible certificated employees who are considering an early-leaving decision to accelerate their retirement plans, effective at the end of the 2025-2026 school year. These objectives include, but are not limited to, the following:

1. To offer financial incentives that will assist long-term employees considering early retirement or early-leaving decisions to complete such decisions.
2. To reduce costs to Raymond Central Public Schools (the “School District”) by replacing employees with lesser salaried employees or by eliminating positions.
3. To buy-out the tenure rights (i.e., continuing contract rights) of certificated staff, and in effect, make payments to secure the release of unexpired contracts of employment in exchange for permanent certificated employees giving up their constitutional and contractual rights to tenure and relinquishing such tenure rights.
4. To provide a better balance of staff experience.

**B. QUALIFICATIONS:**

1. **Permanent Certificated Employee:** To be a participant in the 2025-2026 TERIP, a person must be employed by the School District, as of date of the person’s application, in a position requiring that the employee have a certificate issued by the Nebraska Department of Education. Employees in administrative or classified job positions are not eligible.

2. **Full-Time Equivalency:** To be a participant, a person must be employed on a full-time basis (1.0 FTE) during the 2025-2026 school year.

3. **Minimum Age and Creditable Service:** To be a participant a person must be at least fifty-five (55) years of age and have completed at least fifteen (15) years of credited service to School District (inclusive of years of service with a School District which has merged into Raymond Central Public Schools). The minimum age and years of service must make the recipient eligible for retirement under NPERS.

Credited service shall include the employee’s final year of service (the 2025-2026 school year). Years of service with the School District need not be consecutive. Board-approved military service, sabbatical and/or approved leave of absence, or other leave required to be granted according to law, shall be included as credited years of service. In determining years of credited service with the School District, part-time employment of .50 F.T.E. or more is equal to full-time employment.

4. **Terminated Employee’s Ineligibility:** An employee who has received written notice of possible cancellation, termination or non-renewal for reasons other than reduction in force shall not be eligible and may not participate in the TERIP, unless, after a hearing before the Board of Education, the Board determines that the employee’s contract will not be cancelled, non-renewed or terminated. An employee who has received written notice of possible termination for

reason of a reduction in force shall be eligible and may participate in this TERIP if, but only if, said employee expressly waives all rights to which he or she may be entitled under the reduction in force law including, without limitation, substantive and procedural rights, staff development assistance and retirement incentive plan benefits, and recall rights.

### **C. ENROLLMENT REQUIREMENTS:**

**1. Resignation:** Participants in the TERIP shall resign their employment and teaching positions with the School District, effective at the end of the 2025-2026 school year, in consideration for the benefits outlined in paragraph “D,” below.

**2. Application and Agreement:** Each eligible employee who wishes to participate in the TERIP must properly complete, execute, and submit an Application and Agreement form to the Superintendent on or before December 1, 2025. **FAILURE TO SUBMIT THE APPLICATION AND AGREEMENT WITHIN THE TIME FRAME SPECIFIED SHALL RESULT IN THE REJECTION OF SUCH APPLICATION OR AGREEMENT.**

The Superintendent shall review the employee’s record to determine eligibility.

**3. Acceptance or Rejection of Applications:** The Board of Education, in its sole and absolute discretion, reserves the right to accept or reject any or all applications based on financial exigencies, availability of funds, budget, expenses, revenue, and other school finance issues. The Board of Education may grant preferences if numerous applications are filed based on: (1) length of service with the School District, (2) programs to be offered, (3) areas of certification and endorsement, (4) state and federal regulations which may mandate certain employment practices, (5) special qualifications which may require specific training and/or experience, (6) contributions to activity programs, (7) qualifications based on past performance and competence as determined by the Principal and/or Superintendent through employee evaluation procedures and review of any prior disciplinary action of incidents, (8) the organizational and educational impact created by multiple part time certificated employees and (9) salary levels of the applicants.

### **D. BENEFITS:**

**1. Calculation of Severance Benefit:** A qualified certificated employee who has requested and been accepted for participation in the TERIP shall elect and receive one (1) of the following benefits:

- a. A one-time contribution of \$20,000 to be paid by the School District into a qualified annuity selected by the employee;
- b. School District-provided and paid employee-only health insurance for the employee for both the 2026-2027 and 2027-2028 fiscal years;
- c. School District-provided and paid employee-spouse health insurance for the employee and employee’s spouse for the 2026-2027 school year.

Once an employee elects their Severance Benefit, the employee may not change or receive any of the other two Severance Benefits.

**2. Payment of Severance Annuity Benefit:** The contribution to the annuity shall be

payable in the form of a non-elective contribution to a 403(b) annuity or custodial account selected by the certificated employee. The School District shall make the contribution no later than December 31, 2026. If the employee fails to designate the 403(b) annuity or custodial account to which the contribution is to be made, the District will hold the contribution until the employee designates the annuity or custodial account.

The non-elective contribution described herein may not exceed any Internal Revenue Code or other limit imposed by law at the time the contribution is made. If the School District determines that a contribution, together with any other contributions on behalf of the employee, would cause the Certificated Employee to exceed the maximum allowed by law, the excess shall be paid to the Certificated Employee in cash, less any required withholdings.

3. **Source of Funds:** The School District shall pay the entire cost of the plan.

4. **Administration:** This Plan shall be administered by the Board of Education by and through the administration of the School District.

5. **Beneficiary Designation:** In order for the application to be considered complete, a beneficiary must be designated by each applicant.

6. **Income Tax Consequences:** Any payments made pursuant to this TERIP are made to buy-out the tenure rights (i.e., continuing contract rights) of certificated staff, and in effect, make payments to secure the release of unexpired contracts of employment, and to pay a negotiated amount of money in exchange for permanent certificated employees giving up their constitutional and contractual rights to tenure and relinquishing such tenure rights. As such, FICA, Social Security taxes, and similar taxes are not to be withheld from payments made pursuant to this TERIP unless, in the sole discretion of the School District, it is determined that the law requires that such taxes or withholding be made, in which event the social security percentage and any other required state or federal withholdings may be subtracted from the payments. Otherwise, and except as otherwise provided in this TERIP, no state or federal retirement contributions, FICA, FUTA, or state or federal unemployment contributions, including employer and employee share thereof will be withheld from or contributed in relation to the payments. In the event the School District or a participant are called upon to pay the federal government or the State of Nebraska, or any other state or federal authority, sums or payments that should have been withheld from or contributed in relation to the TERIP payments, including retirement contributions, FICA, FUTA, or state or federal unemployment contributions, the participant shall indemnify and hold the School District harmless from any and all sums which it is called upon to pay, including the employee's and employer's share thereof and any and all penalties and interest arising from either the employee's share or employer's share thereof.

7. **COBRA Rights:** Pursuant to COBRA, a participant will have the opportunity to continue participation in the School District's group health insurance plan for at least eighteen (18) months following resignation of employment upon payment by the employee of the monthly insurance premiums.

#### **E. WAIVER AND RELEASE OF CLAIMS**

Employees who participate in the TERIP shall be required to waive and release the School District from claims and rights as provided for in the Application and Agreement adopted as a part

of this TERIP policy. The Superintendent shall give the requisite notices to eligible employees as required by law in order for the waiver and release to be fully enforceable.

The Superintendent shall deliver to all eligible certificated employees a copy of this TERIP Policy and a copy of the attendant Application and Agreement at least forty-five (45) days prior to the application deadline and provide eligible employees any additional information required by law.

A copy of the Application and Agreement shall also be made available at the Superintendent's office.

**F. TERM OF PROGRAM**

The TERIP program and policy, and all benefits provided herein, have been repealed and shall expire and be of no force and effect as of August 31, 2026.

**RESOLUTION**

**BE IT RESOLVED** by the Board of Education of Raymond Central Public School District that any existing early retirement incentive program or policy for this School District should be, and is hereby, repealed effective immediately upon the passage of this Resolution, and that no employee shall be entitled to any benefits or claims under such program or policy, and that the 2025-2026 Temporary Early Retirement Incentive Program and Policy, and the Application and Agreement therefore, which are attached hereto and incorporated herein by this reference as though set forth in full, should be and are hereby approved and the same shall become effective and be in full force and effect immediately upon the passage of this Resolution and shall expire and be, and hereby are, repealed without further action of this Board of Education as of and effective on August 31, 2026.

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

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

The following members voted against the same: \_\_\_\_\_

\_\_\_\_\_

The following members were absent or not voting: \_\_\_\_\_

\_\_\_\_\_

The above Resolution having been consented to and approved by a majority of the quorum of the Board of Education of this School District was declared as duly passed and adopted, with all provisions thereof being effective immediately, at a duly called and lawfully held meeting of this School District in full compliance with the Nebraska Open Meetings Law.

**DATED** this \_\_\_ day of \_\_\_\_\_, 2025.

**RAYMOND CENTRAL PUBLIC SCHOOLS**

**BY:** \_\_\_\_\_  
President

14.5. Discuss, Consider and Take Necessary Action to approve the update to policy  
3132 Internal Controls.

Business OperationsInternal Controls

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

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

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

Legal Reference: 2 C.F.R. § 200.303.

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

- 1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
- 2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
- 3) Implement a control system to ensure safeguards for preventing property loss, damage, or theft;
- 4) Implement adequate maintenance procedures for the equipment; and
- 5) Implement sales and disposition procedures for the equipment to ensure the highest possible return.

All equipment, whether acquired in whole or in part under a federal award, with a current fair market value of \$10,000 or less (per unit) may be retained, sold, or otherwise disposed of in accordance with the Board's Sale and Disposal of Property Policy.

All equipment, whether acquired in whole or in part under a federal award, with a current fair market value in excess of \$10,000 (per unit), may only be sold or otherwise disposed of in accordance with the provisions of 2 C.F.R. § 200.313(e)(2)-(3).

Legal Reference: 2 C.F.R. §§ 200.313 & 200.303.

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

- 1) A procedure for micro-purchases (Under \$10,000);
- 2) A procedure for simplified acquisition thresholds (between \$10,000 to \$250,000);
- 3) A procedure for sealed bids (over \$250,000);
- 4) A procedure for competitive proposals (with an explanation for why sealed bids were not accepted if over \$250,000); and
- 5) A procedure for noncompetitive bids.

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

Cross-Reference: Policies 3130 & 3131.

Contract Terms: All contracts funded (in whole or in part) by federal funds and/or federal awards must contain the following terms or, via this Policy, the following terms are required and incorporated into any such contracts:

- 1) An assurance that minority business enterprises and labor surplus area firms are used, when possible;
- 2) An Anti-Lobbying clause for all contracts, including an Anti-Lobbying Certification, for contracts exceeding \$100,000;
- 3) A Suspension and Debarment clause;
- 4) A provision for termination for cause and for convenience, including the manner by which it will be affected and the basis for settlement;
- 5) A clause that addresses administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and a provision for sanctions and penalties;
- 6) For contracts in excess of \$150,000, a clause addressing the Clean Air Act and the Federal Water Pollution Control Act;
- 7) A provision maintaining contract oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders;
- 8) A provision addressing the District's conflict of interest policies; and
- 9) A requirement that the contractor maintains records related to the contracted work.

Legal Reference: 2 CFR § 200.319(d); 2 CFR § 200.321; 2 CFR § 200, Appendix II(I); 2 CFR § 200, Appendix II(H); 2 CFR § 200, Appendix II(B); 2 CFR § 200, Appendix II(A); 2 CFR § 200, Appendix II(G); 2 CFR § 200.318(b); 2 CFR § 200.318(c)(1); 2 CFR § 200.318(i); 2 CFR § 200.324(a); 2 CFR § 200.324(b).

Federal Interest Reporting: The District will follow the required federal interest reporting and recording requirements, if applicable, for any real property or improvement interest financed, in whole or in part, with federal funds.

Legal Reference: 2 CFR §§ 200.310-200.313.

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

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

Legal Reference: 2 C.F.R. § 200.333, 2 C.F.R. § 200.34 & 34 C.F.R. § 81.31.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will either: (1) verify that a vendor has not been debarred, suspended or otherwise excluded via SAM.gov, (2) collect a verification from that vendor; or (3) add a clause to the contract with the vendor. The District will maintain a copy of said verification or documentation.

Legal Reference: 2 C.F.R. § 200.213.

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

- 1) Identifying all of the federal awards received and expended and the federal programs under which they were received;
- 2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
- 3) Maintaining records and documentation that sufficiently identify the amount, source, and expenditure of funds for federally funded activities;
- 4) Ensuring effective controls over accountability and safeguards for all funds, property, and other assets;
- 5) Comparing actual expenditures with budget amounts for each federal award;
- 6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
- 7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

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

Legal Reference: 2 C.F.R. § 200.307.

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

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

Legal Reference: 2 C.F.R. § 200.306.

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

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

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

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

Any leave and/or fringe benefits charged to a federal award must satisfy all criteria set forth in 2 C.F.R. § 200.431(b) and/or (c).

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

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

Federal Funds for Construction Projects: If the District is granted the authority to use federal funds for a construction project, the District will follow the Davis-Bacon and Related Acts, including the payment of “prevailing wages” to those who work on the job site, as well as the contractor bonding requirements.

Legal Reference: 40 U.S.C. § 3141, et seq; 2 C.F.R. § 200.326.

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

- 1) Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.
- 2) Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$10,000 or more have the prior written approval of the federal awarding agency or pass-through entity.
- 3) Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.
- 4) Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.
- 5) When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the federal awarding agency.
- 6) If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

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

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

Conflict of Interest: No District employee, agent, or Board Member with a real or apparent conflict of interest may participate in the selection, award, or administration of a contract supported by or with federal funds. A “conflict of interest” includes, but is not limited to, a financial or other interest in or a tangible personal benefit from federal funds that would directly or indirectly benefit either (1) the employee, agent, or board member; (2) any member of their immediate family; or their spouse or partner, or (3) an organization that employs or is about to employ those individuals. District employees, agents, and Board Members may only accept gratuities, favors, or anything of monetary value from federally funded contractors in accordance with the District’s Conflict of Interest Policy. Any District employee, agent, or Board Member who knowingly violates these terms may be subject to discipline, up to and including termination of employment and/or referral for possible criminal prosecution.

Legal Reference: 2 C.F.R. §§ 200.112 & 200.318.

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

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

Travel Costs: Travel costs (including transportation, lodging, subsistence, and related items) incurred by an employee who travels on official business for a federal award may only be charged to the federal award on an actual cost basis, a per diem or mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. The District will ensure that the method used will be consistent with the method normally allowed in similar circumstances in the District’s other travel and Board Policies. Any travel costs charged directly to a federal award must be documented to justify that (1) the individual’s participation is necessary for the federal award and (2) the costs are reasonable and consistent with the District’s travel costs and expectations. All travel costs must be reasonable and not in excess of what the District typically allows for other travel. All reasonable rates and amounts will be consistent with the rates and amounts established under 5 U.S.C. 5701-11.

Legal Reference: 2 C.F.R. § 200.475

Date of Adoption: [Insert Date]

15. Next Regular Board Meeting

16. Adjournment