

RAYMOND CENTRAL PUBLIC SCHOOLS - DISTRICT #55-0161
BOARD OF EDUCATION REGULAR MEETING, WEDNESDAY, DECEMBER 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. 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.
5. Consent Agenda
 - 5.1. Minutes of November 12, 2025 Meeting

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

Wednesday, November 12, 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 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.

Call to Order and Pledge of Allegiance

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

Nebraska Open Meetings Law

The audience was reminded that Open Meeting Laws would be followed.

Motion to Excuse Board Member's Absence

Motion by Matulka, second by Lange to excuse the absence of Mary Benes. 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 Lange, second by Matulka to approve the consent agenda as presented including the regular meeting minutes of October 15, 2025; October financial statement; and monthly bills. RCV 5-0. Motion carried.

Minutes of October 15, 2025 Meeting

Financial Statement/Report

Monthly Bills

Policy Review

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

Correspondence/Recognition

Evelyn Dickey was awarded a spot in the Honors Performance Series, an exclusive international choir opportunity.

Marissa Tvrdy was selected into the NMEA All State Band.

Thanks to Mrs. Jones and the students who participate in SkillsUSA, National Honor Society, FBLA, band and choir for organizing an amazing Veterans Day Program.

The FFA Agriculture Communications Team placed 6th in the nation.

Raymond Central hosted the NCC Choral Clinic on November 10. Mrs. Nierman did a fantastic job organizing the event.

More Than A Field Update

Tony Kobza gave an update on More Than a Field. The Donor Tile Wall is complete and will be delivered and installed soon. Thank you to TMCO for donating this portion so all of the family and individual donations could go straight to the project.

We have passed the \$1 million mark in funds and support raised for the project. The \$1 million includes individual/family donations, business sponsorships, fundraising efforts, grants and donated in-kind services. The original quoted cost of Phase 1 was \$6.3 million. We are now at a point that we will be able to complete Phase 1 for under \$2 million. That means we are still fundraising but we are hoping to continue to show progress in steps so we are ready to move forward without delay.

The new driveway will be fully operational on November 17. Traffic flow changes will be made once the entrance is fully operational.

We continue to fundraise for Phase 1 of our Project. We will start construction as we feel confident we have the funding necessary to complete each step.

Annual Financial Literacy Education Report

Mr. Hanson reviewed the Financial Literacy Act and indicated that our Life and Career Readiness course meets State guidelines for personal finance.

Public Forum

Reports

Administrative Reports

Submitted by Troy Lurz, Jr-Sr High School Principal

Professional Development: On Monday, November 10, we continued our Professional Development series focused on the 6-Phase Instructional Model. Our goal remains the successful installation and implementation of this model. Previously, the Professional Learning Team led by teacher leaders, provided strong guidance during the New Learning Phase, laying a solid foundation for ongoing success. This session was designed specifically for Focusing on New Learning.

Additionally, Mike Feit from the ESU provided staff training on Reframing Behavior. He will guide staff through several phases of this training over the coming months. Extra time is also being allocated for the English Language Arts team to advance their work with CommonLit, including best practices for teaching writing lessons with the support of a CommonLit trainer.

Celebrate Everything: We are exploring innovative ways to recognize and celebrate student success. Recently, we began awarding students for elevated MAP performance and effort. At an assembly in late October, the first group of students was recognized for scoring over 80% in growth or achievement in three or four subject areas. Last week, we celebrated students who improved their MAP achievement in one or two areas.

Students received certificates acknowledging their accomplishments and, based on their level of growth, were awarded concession stand coupons-the highest gains earning the largest rewards. Through these recognitions, we aim to normalize extra effort and elevated performance, gradually shaping a culture of academic excellence, one assessment at a time.

Counseling: Tasha and Celia

- October 29 - Connecting the Dots for Career Exploration with the UNL Extension office in Seward. This was a great day for students to meet with career professionals and create plans on how to reach different goals.
- November 12 - ASVAB
- November 20 - Junior Job Shadow Day
- December 3 - Accuplacer date for students who are interested in placement tests via SCC.

- 2025-2026 Mini College/Career/Military Fair dates are September 24, October 22, November 19, February 4 and 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. Amazing feedback from reps that our kids and staff are attentive and purposeful when visiting booths!
- Lessons via our Naviance College, Career and Life Readiness curriculum have started in a variety of grades. This is going well thus far.

High School Student Council: The Raymond Central Student Council is organizing a Caring Shelves Food Drive to support families in need during the upcoming holiday season. We will be collecting canned and boxed food donations during the advisory over the next two weeks.

Requested Items Include:

- Cut green beans
- Cranberry sauce
- Canned fruit
- Boxes of mashed potatoes
- Gravy packets
- Cans of cream of mushroom soup
- Boxes of macaroni and cheese
- French fried onions
- Bags of marshmallows
- Sweet potatoes
- Boxes of noodles
- Chili beans
- Canned corn (sweet or creamed)
- Pasta sauce
- Spaghetti noodles

All donations will go directly toward creating Thanksgiving and Christmas food boxes for local families in need. Last year, we supported 16 families, and this year we've already reached 20 families, with possibly more requests coming in. To encourage participation, Ms. Starnier will provide a prize to the advisory class that collects the most donations.

Additionally, we will take donations of sturdy boxes (such as those used for reams of paper) for the Caring Shelves packaging process. The Student Council is proud to lead this initiative and appreciates the continued generosity of our Raymond Central community in supporting local families during the holidays.

JH Student Council: The JH StuCo has scheduled the famous JH Dance for Friday, January 23 from 7-10 PM in the New Gym! The students are so excited and are looking forward to planning the details. We will be working concession stands at the wrestling meet on December 12. We are excited to plan out the details for Make-A-Wish week, too! Stay tuned for more.

FBLA: The craft fair was a great success in October. No additional update this month.

(Reminder) Raymond Central JH/HS Goals 2025-26:

Goal 1: *Students will improve in all core academic areas as measured by appropriate, annual grade level strategies and assessments.*

Target: 100% of all students will meet proficiency or expected growth goals in Reading, Math, Science, and Language Usage as measured by ACT or NSCAS/MAPS assessments. Additional Collaborative Goal with Mr. Hanson: 80% of our students will be on-track.

Goal 2: *Decrease the number of absences and tardiness for all students to improve student achievement in all academic areas.*

Target: 100% of students and families will be informed of the importance of attendance. Establish an Average Daily Attendance of 95% and maintain it building wide. (State Average was 93% in 2024-25)

Goal 3: *Improve public access to district school improvement data to encourage stakeholder collaboration in the school improvement process.*

Target: RCHS as part of the district, will further develop a school improvement website, located on the district's website, to house school improvement data.

Strategy or Intervention:

1. Roll over Curriculum from Curriculum Maps. Create a Guaranteed and Viable Curriculum using a mapping process that includes at a minimum: standard prioritization, common academic language in content areas, and an instructional focus calendar outlining learning intentions and associated implementation timelines. (These will go online and active fall of 2025.)
2. Use EduClimber Software to house all student data and give staff access to the warehouse. Make data review commonplace.
3. Make the presentation, review, and consumption of data a part of every monthly staff meeting.
4. Begin the process of MAP goal setting annually with students.
5. Further develop and build specific MTSS Decision Rules in the areas of academics, behavior, and social/emotional. Redefine, redesign and then work to embed MTSS protocols.
6. Continue to implement the MTSS process including the use of bi-weekly meetings to gather data, discuss findings, collaborate, and create plans of action regarding individual students.
7. Develop common, formalized processes to monitor and evaluate SEL programs.
8. Train RCHS staff in all principles including the 6 Phase Instructional Model, HAL, SEL, etc.
9. Use aggregate systems/ PowerSchool/SCIP and classroom managed reporting streams to gather data on students' behavior and social-emotional needs. Venture to share the data in various forms with staff and other stakeholder groups.
10. Create and utilize a data team to aggregate data for classroom, building, district, and community consumption.
11. Involve the Leadership Team in the development of high leverage documentation including but not limited to: data presentations, proposed operating principles changes, building level conversations.
12. Track Discipline/Behavior and Attendance data and review trend data.
13. Celebrate Everything. Enjoy being a Mustang! Be loud. Be Proud. Share Our Story.

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

Facilities/MTAF

Created parking area on the well field that can be used for overflow parking attached to current and future parking areas.

MTAF is over \$1 million raised through donations, sponsorships, fundraising, grants and in-kind commitments. The driveway is paved and close to being usable. This will affect traffic flow in a positive way.

We are working on fundraising and grants that will help us continue to show progress. Driveway is a major step.

We are close to being able to pursue the lease purchase option but WILL NOT move forward until we feel confident funding is available to complete next steps.

Next steps are:

- Site Drainage
- Fence and perimeter curb for playing surface
- Final Grading for field
- Rock and perimeter drain for sub base

- Air Drain System
- Turf Installation

Activities

FFA - has had a busy month. Our land judging team placed second at District Land Judging. The team consisted of Joel Crees (who placed 2nd as an individual), Wyatt Suchy, Isaac Zobel, and Lucy Echtenkamp (who placed 9th individually).

At the State Land Judging contest, the team placed 11th overall.

The Central FFA, Agriculture Communications Team competed at the 98th National FFA Convention and Expo on October 29. The team placed 6th in the Nation in the contest!!

Central FFA will compete at District Livestock Judging on November 12. We have 21 members who will be competing. We are also a host chapter for that contest.

SkillsUSA - had two students participate in Mid America Leadership Training. Cooper Huck placed 1st in the fundraising competition.

FBLA - had our annual business tour field trip. We toured the Engler program at UNL, MetalWorks, and Spreetail. The students learned about job opportunities around the area as well as opportunities to start a business while in college. Thank you to the Engler Program, MetalWorks, and Spreetail for letting us come visit!

One Act - has a busy month coming up! After a couple months of rehearsal, Peter/Wendy is performance ready. Our first competition is Saturday, November 8, and the team will perform five times between now and December 5. The students, cast and crew alike, have been working incredibly hard to make a magical, whimsical, and impressive play that really showcases their incredible talents.

In addition to learning their lines, cues, and blocking, the students have also been diving into the text and analyzing this interpretation of the classic tale of Peter Pan. They have had meaningful conversations about what they want the audience to walk away from this show with, and what it means to them. They also have been taking on Devised Theater, a form of Theater that gives the performers full autonomy to create art that is meaningful to them and showcase their own individual creativity. They are creating a short piece that will be performed before the public performance of Peter/Wendy.

The public performance is on Tuesday, November 18 at 7:30 PM, and we can't wait to share the show with the community!

Central Players - are moving right along and getting ready to start the season. With a lot of our kids also participating in One Act, we are delaying our season start by a week. We will be kicking off the year mid-November and hoping to bring home some hardware this year!

Art Club - students just finished up the month of October by participating in daily drawings based on the prompts from Inktober. They are also working towards creating projects that will be submitted to Scholastic (our state competition) and NCECA (national ceramic competition) in December.

Spanish Club - will be doing a fundraiser with Brewed Awakening on November 22 and 24. Check social media and spread the word!

Band - The HS Band received two superiors in the month of October at both of their competitions. They ended their season a few weeks ago. They've also participated in many pep bands and a successful Veterans Day Program with the JH Band.

Choir - hosted a successful Nebraska Capital Conference Choir with all 9 choirs in our conference coming together at RC and over 200 students attending on November 10. The 6th and JH choirs also sang successfully at the Veterans Day Program.

Marissa Tvrdy was selected for the all-class Nebraska All State Band, and she'll participate in this November 20-22.

Our concerts are 6-12 Choir on Monday, December 8 and 6-12 Band on Monday, December 15, both at 6:30 PM in the Main Gym.

Athletics

Fall season has ended and winter will start up on November 17. Post season awards will be shared in Mustang Minutes as they start to come through.

Submitted by Abby Horbach, Asst Jr-Sr High School Principal

Things continue to run smoothly at the middle/high school, which is always a positive sign! Our systems are becoming more consistent, and students and staff are getting in a good rhythm as we move deeper into the semester.

We are currently looking at making a few tweaks to our advisory/intervention structure for next semester (which aligns with our MTSS process). Advisory was originally designed to provide academic support and help reduce failing grades. When it began, there were over 300 failing grades, and now we are down to fewer than 80! That progress is something to celebrate! Many of the remaining cases are repeat offenders, often due to factors such as attendance.

As we continue to refine our supports, our goal is to shift Advisory toward a more structured Tier II intervention model with MTSS. This would allow content teachers to pull specific students to reteach essential standards and address learning gaps, rather than focusing solely on missing assignments. We're drawing from several ideas we gathered at the MTSS Conference to make this shift meaningful and sustainable. All of these suggestions/ideas will be run by the Teacher Leadership Team before being rolled out to staff.

Looking ahead, our team is already brainstorming ways to restructure and reframe systems for next year to best meet our students' needs! It's hard to believe we're already thinking about 2026-2027, but we believe in being proactive and always doing what's best for kids!

Submitted by Elementary Principals Steve Rose and Deb Kruse

Para Training: From November 5-7, two paraeducators from each building participated in Orton-Gillingham training led by ESU 2's Caryn Zietlow. This specialized professional development is designed to equip staff with evidence-based strategies for supporting foundational literacy skills in students from kindergarten through fifth grade. By deepening their understanding of structured, multisensory instruction, these paraeducators will be better prepared to meet the diverse learning needs of our students and reinforce essential reading interventions across classrooms.

Veterans Day: On November 11, all K-5 students had the special opportunity to attend the district-wide Veterans Day assembly held at the High School, bringing together students from across all grade levels, K-12, in a powerful show of unity and respect. The event honored the service and sacrifice of our nation's veterans. A huge thank you goes to Kate Jones for her outstanding leadership in organizing the assembly and thoughtfully including our youngest learners in the program.

Student Leadership The 5th Grade Student Council had an awesome experience at the Region I Leadership Conference in York on October 20. Great lessons were learned, and our students represented our school with pride and enthusiasm. They participated in engaging activities, collaborated with peers from other districts, and explored what it means to be a leader in their school and community. It was a day full of inspiration, growth, and team spirit!

Turkey Trot / Food Drive: The 3rd-5th Grade students participated in our annual Turkey Trot on November 5. The 4th and 5th Grade students ran 1 mile on Oak Creek Trail and the 3rd Grade ran ½ mile. As part of the trot this year, we ran a food drive to benefit our local Caring Shelves. The donations will be used to benefit families in need in our district. The students and families donated over 1,000 items during the week. The winning class earned themselves a pizza party! Well done and special thanks to Mr. Lucas for planning this year's event.

Submitted by Amanda Coufal, Director of Special Education

Unified Bowling:

Unified Bowling officially kicked off on October 20! Due to an overwhelming number of interested students, we implemented an application process--including a reference letter--to select the team. This is a great problem to have, showing how excited students are to join this inclusive sport. We currently have 13 partners and 4 athletes participating, with practices held Mondays and Thursdays at Sun Valley Lanes.

Meets are open to spectators, and we had a lot of parents and grandparents at our first meet. We have some pretty exceptional kids at RC. If you would like to see them in action, here are the upcoming meets:

- November 13, 2025 - Centennial Quad at Westbrook Lanes (10:00 AM)
- November 24, 2025 - Norris Meet at Sun Valley Lanes (4:00 PM)
- December 3, 2025 - Districts at Sun Valley Lanes (12:00 PM)

Student Success:

- Last Friday during the MAP Celebration, students were recognized for scoring in the 80th percentile or higher in either growth or achievement on the MAP test. Twelve of the students recognized were students with disabilities, showing that our teachers are committed to helping every student succeed. While the average expected growth is 5-6 points, these students showed 10+ points of growth!
- On Monday, November 3, 6th-8th grade students attended the Life Skills Pep Rally at Pinnacle Bank Arena. They enjoyed hearing motivational messages from Husker student-athletes and watching the Women's Basketball opening game. It was a fun-filled day full of excitement (and plenty of sugar)!
- A verified 6th grade student has been working hard on mastering blends-a tricky skill for her. After focused practice, she recently read 49 words correctly in one minute with 100% accuracy! A big shout-out to Mrs. Jackson for her dedication and support in helping this student strengthen her reading skills!
- The Life Skills students are busy planning their annual Thanksgiving meal-more information will be shared soon! They also participated in a fun "reverse trick-or-treating" activity, delivering bottles of water, Crystal Light packets, and candy to staff members. The students loved surprising the staff and are already brainstorming themes for upcoming months.

Student Board Member Report

Student Board Member Emma Dukeshearer reported on recent activities of the Student Council including the Homecoming Dance, Blood Drive, Food Drive, and the Toy Drive that will begin soon.

Superintendent's Report

Superintendent Hanson has attended three hiring fairs this fall. As a result, we have had a couple requests to student teach here.

We will be able to share the results from the Spring NSCAS tests and our Aquestt ratings at the December Board Meeting.

The Policy Review Cycle was shared with Board members.

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

NASB Monthly Update

NRCSA Monthly Report

Update on Superintendent Goals

Safety Report

The Ford Transit Vans have been modified to decrease the capacity to ten passengers plus the driver so we are now in compliance with Federal Regulations.

Facilities Report

We are getting prices for adding lighting to the drives and on the parking area south of the school.

Important Upcoming Dates

November 19 - Informational Meeting and Tours with School Administration

9:00 AM at Valparaiso Elementary

10:00 AM at Ceresco Elementary

November 20-21 - State Education Conference

December 9 - Informational Meeting and Tour with School Administration - 11:00 AM at Jr-Sr High School

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

Discuss, Consider and Take Necessary Action to Adopt the most recent FEMA approved version of the Lower Platte South NRD Hazard Mitigation Plan Update.

Motion by Matulka, second by Heyen to adopt the most recent FEMA-approved version of the Lower Platte South NRD Hazard Mitigation Plan Update in its entirety. Once adopted, Raymond Central becomes eligible for project grant funding to add safety enhancements. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve the Superintendent Evaluation

Motion by Burklund, second by Lange to approve the Superintendent Evaluation as presented. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to Approve the replacement of the dishwasher at Ceresco.

Motion by Matulka, second by Brase to replace the dishwasher and garbage disposal in Ceresco at a cost of \$15,325.54. RCV 5-0. Motion carried.

Next Regular Board Meeting

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

Adjournment

Motion by Lange, second by Matulka to adjourn the meeting at 6:38 PM. RCV 5-0. Motion carried.

5.2. Financial Statement/Report



Raymond Central Public Schools
General Fund Comparison to Previous Years
November 2025

	11/1/2025 11/30/2025	11/1/2024 11/30/2024	11/1/2023 - 11/30/2023
Balance - Beginning of Month	\$2,863,348.85	\$2,352,656.20	\$3,394,487.00
Receipts	\$229,920.23	\$131,888.28	\$293,859.94
Interest Earned	\$4,444.01	\$3,721.21	\$5,908.71
Disbursements	<u>-\$978,950.20</u>	<u>-\$917,044.47</u>	<u>-\$879,833.60</u>
Certificate of Deposit	<u>\$1,046,829.13</u>	<u>\$1,011,717.81</u>	
Balance - End of Month	\$3,165,592.02	\$2,582,939.03	\$2,814,422.05



Raymond Central Public Schools

Financial Report 11-30-25

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 -November 1, 2025	\$2,863,348.85
November Receipts	\$234,364.24
November Disbursements	<u>-\$978,950.20</u>
Cash Balance - November 30, 2025	\$2,118,762.89
Certificate of Deposit	<u>\$1,046,829.13</u>
Combined Balance - November 30, 2025	\$3,165,592.02

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 -November 1, 2025	\$193,398.05
November Receipts	\$41,821.61
November Disbursements	<u>-\$44,395.20</u>
Cash Balance - November 30, 2025	\$190,824.46

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 -November 1, 2025	\$2,582,791.39
November Receipts	\$11,189.47
November Disbursements	<u>-\$4,023.75</u>
Cash Balance - November 30, 2025	\$2,589,957.11
Certificate of Deposit	<u>\$1,120,805.93</u>
Combined Balance - November 30, 2025	\$3,710,763.04

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 -November 1, 2025	\$725,895.10
November Receipts	\$8,568.13
November Disbursements	<u>-\$642,147.50</u>
Cash Balance - November 30, 2025	\$92,315.73

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 -November 1, 2025	\$193,823.62
November Receipts	\$260.20
November Disbursements	<u>\$0.00</u>
Cash Balance - November 30, 2025	\$194,083.82
Certificate of Deposit	<u>\$1,771,445.33</u>
Combined Balance - November 30, 2025	\$1,965,529.15

QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

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

Funded by: Local taxes via tax levy.

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

Cash Balance -November 1, 2025	\$2,114.54
November Receipts	\$0.41
November Disbursements	<u>\$0.00</u>
Cash Balance - November 30, 2025	\$2,114.95

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 -November 1, 2025	\$102,891.09
November Receipts	\$59.20
November Disbursements	<u>\$0.00</u>
Cash Balance - November 30, 2025	\$102,950.29
Certificate of Deposit	<u>\$273,907.15</u>
Combined Balance - November 30, 2025	\$376,857.44



Raymond Central Public Schools

General Fund Receipts

November 2025

LANCASTER COUNTY TREASURER	TAXES	\$12,660.15
	MOTOR VEHICLE TAXES	\$29,897.03
	FINES & FEES	\$7,896.91
	PERSONAL PROPERTY TAX	\$4,047.72
SAUNDERS COUNTY TREASURER	TAXES	\$25,622.30
	MOTOR VEHICLE TAXES	\$21,559.84
	FINES & FEES	\$2,292.81
	PUBLIC POWER 5% GROSS TAX	\$4,383.89
SEWARD COUNTY TREASURER	MOTOR VEHICLE TAXES	\$961.03
	FINES & FEES	\$73.66
BUTLER COUNTY TREASURER	FINES & FEES	\$4.89
VILLAGE OF DAVEY	LIQUOR LICENSE FEES	\$300.00
STATE OF NEBRASKA	TITLE 1 2024-2025	\$80,129.00
	MEDICAID IN PUBLIC SCHOOLS	\$5,722.76
ESU RECEIPTS	EMPOWER SUB TCHR REIMB	\$694.38
PRE K TUITION	PRE K TUITION	\$2,350.00
REGION 5	CHARACTER STRONG GRANT	\$1,500.00
NON-REVENUE RECEIPTS	RCEF REIMB. FOR 1/2 OF 3D ANATOMY TABLE	\$11,245.00
RCPS HOT LUNCH FUND	NOV PAYROLL EXPENSES REIMB	\$18,578.86
JONES BANK	GENERAL FUND INTEREST NOV	\$4,444.01
TOTAL		\$234,364.24

NOVEMBER 2025	Percent of Year Completed		25.00%			
2025-2026 RECEIPTS		M-T-D	Y-T-D	Y-T-D	Y-T-D	Y-T-D
	ANTICIPATED	RECEIVED	RECEIVED	RECEIVED	% Received	% Received
ACCOUNT	2025-2026	2025-2026	2025-2026	2024-2025	2025-2026	2024-2025
Property Taxes	\$9,026,306.00	\$38,282.45	\$865,562.91	\$1,291,173.25	9.59%	16.04%
Motor Vehicle Tax	\$540,000.00	\$52,417.90	\$158,920.42	\$127,884.24	29.43%	23.25%
Public Power Tax (5% Gross)	\$7,400.00	\$4,383.89	4,383.89	\$4,577.67	59.24%	13.87%
Carline Taxes	\$2,000.00	\$0.00	\$292.70	\$268.20	14.64%	10.73%
Other Tuition	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Interest	\$50,000.00	\$4,444.01	17,883.37	\$15,741.33	35.77%	52.47%
Local License Fees	\$300.00	\$300.00	\$1,720.00	\$300.00	573.33%	60.00%
Other Local Receipts(Pre-K)	\$30,000.00	\$2,350.00	10,450.00	\$13,185.00	34.83%	65.93%
Fines & License Fees	\$50,000.00	\$10,268.27	\$16,560.51	\$8,543.01	33.12%	21.36%
ESU Receipts	\$5,000.00	\$694.38	5,238.24	\$2,115.50	104.76%	72.95%
State Aid	\$1,197,203.00	\$0.00	239,440.00	\$250,202.00	20.00%	20.22%
Special Education	\$1,000,000.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Special Educ. Transportation	\$52,000.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Homestead Exemption	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
High Ability Learners	\$4,000.00	\$0.00	5,675.00	\$4,750.00	141.88%	86.36%
Pro-Rate Motor Vehicles	\$12,000.00	\$0.00	\$1,269.57	\$2,370.45	10.58%	13.94%
State Apportionment	\$305,000.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Relief to Property Tax Payers	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Other State Receipts/CTE	\$7,500.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Personal Property Tax Credit	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	100.00%
Title I /II Funds	\$56,000.00	\$80,129.00	80,129.00	\$0.00	143.09%	0.00%
Other Federal Receipts	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
SPED IDEA Grant PreK	\$135,000.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Local Revenue/Private Grants	\$150,000.00	\$1,500.00	\$1,500.00	\$0.00	1.00%	100.00%
Carl Perkins	\$2,500.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Other Non-Revenue Receipts	\$2,000.00	\$11,245.00	14,849.82	\$1,800.00	742.49%	100.00%
Ag Land,Personal Prop Credit	\$0.00	\$4,047.72	15,563.19	\$10,736.77	0.00%	100.00%
Sale of Property	\$200.00	\$0.00	\$0.00	\$526.25	0.00%	17.54%
MIPS-Medicaid-Public Schools	\$22,000.00	\$5,722.76	\$9,650.37	\$9,882.70	43.87%	24.71%
Insurance Adjustments	\$0.00	\$0.00	6,840.78	\$0.00	0.00%	100.00%
TOTAL	\$12,656,409.00	\$215,785.38	\$1,455,929.77	\$1,744,056.37	11.50%	15.22%
2025-2026 DISBUREMENTS		M-T-D	Y-T-D	Y-T-D	Y-T-D	Y-T-D
	BUDGET	DISBURSED	DISBURSED	DISBURSED	% Disbursed	% Disbursed
CATEGORY	2025-2026	2025-2026	2025-2026	2024-2025	2025-2026	2024-2025
Instructional Services	\$6,070,000.00	\$435,343.45	\$1,371,965.31	\$1,196,725.32	22.60%	20.28%
Special Education	\$2,490,000.00	\$190,186.34	\$568,402.14	\$526,237.25	22.83%	21.48%
Guidance	\$240,000.00	25,989.43	81,148.95	\$64,606.77	33.81%	32.30%
School Health Nurse	\$117,000.00	\$11,141.16	33,056.77	\$28,946.53	28.25%	24.95%
Safety & Security	\$53,000.00	\$568.47	4,561.49	\$13,374.52	8.61%	25.65%
Activities	\$90,000.00	\$7,328.31	\$44,307.19	\$36,586.48	49.23%	40.65%
Media, Technology	\$820,000.00	\$46,351.13	\$159,343.15	\$192,671.48	19.43%	24.08%
Gen.Admin (Supt/BOE/Legal)	\$396,000.00	\$26,387.74	\$80,700.45	\$82,149.82	20.38%	19.10%
School Admin (Principals)	\$1,070,000.00	\$73,159.70	228,008.59	\$316,214.63	21.31%	36.77%
Business	\$190,000.00	\$26,946.29	47,189.42	\$45,298.67	24.84%	12.94%
Operation/Maint of Plant	\$1,510,000.00	\$77,275.06	\$243,665.06	\$563,224.11	16.14%	47.50%
Pupil Transportation	\$570,100.00	\$29,616.15	\$101,618.99	\$267,933.82	17.82%	63.62%
Fed. Grants (Title,Perkins)	\$335,000.00	\$10,078.11	33,497.56	\$24,074.79	10.00%	8.30%
Transfers	\$225,000.00	\$0.00	\$0.00	\$100,000.00	0.00%	0.00%
TOTAL	\$14,176,100.00	\$960,371.34	\$2,997,465.07	\$3,458,044.19	21.14%	26.31%



Raymond Central Public Schools
Student Activities Fund Balances Nov 2025

<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Balance</u>
Annual	\$11,551.10	\$345.00	\$0.00	\$11,896.10
AP Funds	\$52,278.90	\$0.00	\$805.00	\$51,473.90
APEX	\$119.05	\$0.00	\$0.00	\$119.05
ART CLUB	\$596.79	\$0.00	\$0.00	\$596.79
Athletics	\$85,024.60	\$2,348.20	\$2,724.48	\$84,648.32
Band	\$12.60	\$0.00	\$0.00	\$12.60
Band Trip	\$10,669.76	\$0.00	\$0.00	\$10,669.76
Baseball	(\$11.41)	\$0.00	\$0.00	(\$11.41)
Boys BB	\$323.90	\$500.00	\$841.23	(\$17.33)
Ceresco Pop	\$110.39	\$0.00	\$0.00	\$110.39
Cheerleaders	\$8,942.29	\$0.00	\$5,201.55	\$3,740.74
Choir	\$13,298.72	\$0.00	\$0.00	\$13,298.72
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 2032 Field Trip Funds C	\$2,984.12	\$0.00	\$329.00	\$2,655.12
Class 2032 Field Trip Funds V	\$2,791.43	\$0.00	\$329.00	\$2,462.43
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	\$651.50	\$2,069.20	(\$428.04)
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	\$515.80	\$3,813.40
Cross Country	\$934.82	\$0.00	\$437.72	\$497.10
Culinary Snack Cart	\$1,639.50	\$0.00	\$0.00	\$1,639.50
Dance	(\$382.45)	\$154.00	\$0.00	(\$228.45)
DI	\$4,614.68	\$0.00	\$0.00	\$4,614.68
Elem Fundraising	\$54,129.13	\$0.00	\$146.80	\$53,982.33
Elem Pictures/Yearbook	\$4,149.99	\$0.00	\$0.00	\$4,149.99
Elem Student Council	\$483.85	\$0.00	\$0.00	\$483.85
FBLA Act	\$947.96	\$187.50	\$525.63	\$609.83
FFA Act	\$16,397.99	\$28,244.40	\$5,104.69	\$39,537.70
Fines	\$827.31	\$0.00	\$0.00	\$827.31
Football	\$2,820.81	\$0.00	\$592.00	\$2,228.81
Girls BB	\$2,074.95	\$550.00	\$1,216.00	\$1,408.95
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	\$2,764.79	\$340.00	\$178.79	\$2,926.00

<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Balance</u>
HS Quiz Bowl	\$606.59	\$509.10	\$72.36	\$1,043.33
JH Boys BB	\$128.71	\$0.00	\$0.00	\$128.71
JH Boys Wrestling	(\$171.25)	\$0.00	\$0.00	(\$171.25)
JH Football	\$604.56	\$0.00	\$180.00	\$424.56
JH Girls BB	\$1,685.20	\$0.00	\$0.00	\$1,685.20
JH Speech	\$2,519.30	\$0.00	\$0.00	\$2,519.30
JH Student Council	\$1,332.08	\$0.00	\$0.00	\$1,332.08
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	\$1,732.77	\$0.00	\$0.00	\$1,732.77
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	\$1,829.30	\$0.00	\$992.11	\$837.19
Professional Development	\$15,605.36	\$0.00	\$367.91	\$15,237.45
PTO	(\$314.61)	\$214.61	\$0.00	(\$100.00)
RC Backpack	\$23,049.66	\$0.00	\$2,065.50	\$20,984.16
RC Blue Crew	\$42.73	\$0.00	\$0.00	\$42.73
RC Concessions	\$33,325.11	\$2,255.90	\$2,929.18	\$32,651.83
RC Foundation	(\$2,401.00)	\$2,425.00	\$11,245.00	(\$11,221.00)
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)	\$15,652.06	\$525.69	\$0.00	\$16,177.75
Skills USA	\$504.40	\$211.50	\$0.00	\$715.90
Social Justice	\$194.12	\$0.00	\$0.00	\$194.12
Softball	\$2,430.37	\$0.00	\$811.70	\$1,618.67
Spanish Club	\$2,169.00	\$0.00	\$0.00	\$2,169.00
Speech	\$11,875.82	\$0.00	\$0.00	\$11,875.82
Spring Musical	\$3,425.33	\$0.00	\$0.00	\$3,425.33
'Stang Gang Student Section	\$0.00	\$0.00	\$0.00	\$0.00
Student Council	\$9,908.25	\$0.00	\$0.00	\$9,908.25
Student Pop	\$1,868.40	\$0.00	\$0.00	\$1,868.40
Testing	\$4,904.23	\$0.00	\$0.00	\$4,904.23
Track	\$1,384.70	\$0.00	\$0.00	\$1,384.70
TShirt Press Acct	\$102.00	\$70.00	\$779.33	(\$607.33)
Unified Team	\$914.00	\$0.00	\$0.00	\$914.00
Elem Book Fair	\$8,334.17	\$0.00	\$0.00	\$8,334.17
Val Pop	\$35.38	\$0.00	\$0.00	\$35.38
VolleyBall	\$9,629.25	\$0.00	\$0.00	\$9,629.25
Weight Room	\$4,050.00	\$0.00	\$0.00	\$4,050.00
Wrestling	\$1,298.06	\$0.00	\$0.00	\$1,298.06



Raymond Central Public Schools
Student Fees Fund Balance November 2025

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Expenses</u>	<u>Balance</u>
Activity Pass	\$10,076.00	\$0.00	\$0.00	\$10,076.00
Service Fees (Student Fees)	\$280.80	\$2,848.65	\$1,289.24	\$1,840.21
Ag-Ed Labs	\$2,072.13	\$0.00	\$0.00	\$2,072.13
Art Class	\$1,604.43	\$0.00	\$0.00	\$1,604.43
Chromebooks	(\$2,947.50)	\$240.00	\$0.00	(\$2,707.50)
Foods Class	\$703.24	\$0.00	\$143.30	\$559.94
Skills USA	\$1,010.33	\$0.00	\$188.00	\$822.33
Sports Fees	\$5,145.22	\$120.00	\$0.00	\$5,265.22
Tech Ed	\$793.58	\$0.00	\$377.18	\$416.40

5.3. Monthly Bills



Raymond Central Public Schools

Bills Paid Nov. 2025

General Fund - Report of Bills Paid November 2025

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
11/20/2025	RCPS Dist 161	November Payroll	\$819,555.58
11/21/2025	Educational Service Unit #6	Job Placement training -Cornhusker SPED	\$26,585.21
11/26/2025	Shaw, Hull & Navarrette, CPA	Auditors 25-26	\$16,681.90
11/26/2025	Otte Oil & Propane Inc.	Propane HS	\$11,490.00
11/26/2025	Norris Public Power	Electricity HS	\$10,787.59
11/26/2025	Apptegy, Inc	Website/Rooms Renewal	\$9,249.94
11/05/2025	Master's Motors	Upfit 3 Vans	\$6,600.00
11/26/2025	Foundations Occupational Therapy	SPED Services OT Aug/Sept/Oct 2025	\$6,324.35
11/12/2025	Hands of Heartland	SPED Transitional Program Oct 2025	\$4,653.18
11/12/2025	Pine Cove Consulting	Managed Tech Service Nov 2025	\$4,500.00
11/26/2025	Follett Content Solutions	Ceresco Books-Library	\$3,608.44
11/12/2025	Access Systems, Inc	Copiers- Monthly	\$3,522.34
11/26/2025	Alternative Service & Repair	Bus 17A Oil/Filter,Repair Radiator Leak	\$2,660.59
11/26/2025	Omaha Public Power Dist	Electricity C-	\$2,523.36
11/26/2025	Butler Public Power District	Electricity V	\$2,261.98
11/12/2025	Follett Content Solutions	HS Book Order Library	\$2,001.95
11/12/2025	Follett Content Solutions	Val book order- Library	\$1,978.73
11/12/2025	Summit Fire Protection	Fire Exting. Maint& Inspect. HS,V,C	\$1,568.30
11/26/2025	Educational Service Unit #2	5 Paras - IMSE Training	\$1,375.00
11/26/2025	Brooke L. Cheleen	Oct 2025 SPED Physical Therapy	\$1,373.10
11/21/2025	US Bank	Tech Ed Class materials	\$1,343.75
11/12/2025	Voss Lighting	Lightbulbs LED	\$1,203.77
11/12/2025	5T Lawn & Landscape	Oct Mowing C, V	\$1,150.00
11/26/2025	Village of Ceresco	Utilities C Oct	\$745.49
11/12/2025	Waste Connections Co	Garbage HS, V	\$698.33
11/26/2025	Alternative Service & Repair	Bus 21 Oil/Filter	\$691.34
11/26/2025	Lancaster County Sheriff's Office	SRO - FB Game Oct	\$568.47
11/12/2025	Nebraska Safety Center	Class B& Passenger Endorsement SR,AC	\$540.00
11/26/2025	Colorado/West Equipment	Misc.Bus Parts	\$535.25
11/21/2025	US Bank	Bus/Maint supplies, License Training -JS	\$514.01
11/21/2025	US Bank	3D Printer Filament	\$507.00
11/26/2025	NE Public Health Environ. Lab	Required Water Testing HS	\$488.00
11/26/2025	Windstream	Phone HS	\$472.36
11/21/2025	US Bank	Fahrenheit 451 books-HS English	\$407.25
11/26/2025	Whittemore Sprinkler Company	Winterize Underground sprinkler system	\$395.66
11/07/2025	Steve Rose	Mileage Reimb Aug-Sept	\$381.50
11/21/2025	US Bank	Tech Ed Class materials	\$372.73
11/21/2025	US Bank	NSCA conference	\$360.00
11/12/2025	Village of Valparaiso	Utilities V	\$332.59
11/12/2025	Lincoln Windustrial Inc	Maint. HS	\$323.50
11/12/2025	One Source	Employee Background Checks	\$319.00
11/26/2025	TechMasters Heating & Air	Repair Cooler in Ag Shop	\$318.00
11/12/2025	J.W. Pepper	winter concert music for Choir	\$309.49
11/12/2025	O' Reilly Automotive	Oil//Wiper Fluid for Buses	\$307.22
11/21/2025	US Bank	One Act Supplies	\$302.72
11/12/2025	Crees, Jennifer	Mileage Reimb HealthTech 9/15 - 11/5/25	\$284.90
11/12/2025	Column Software PBC	Publications	\$265.36
11/26/2025	Donald R. Prentice	Extermination Service + Shed Nov	\$265.00
11/26/2025	Alternative Service & Repair	Bus 17B Repairs	\$255.00
11/12/2025	Silverstrand, Marty	Parent Mileage Reimb Oct 2025	\$252.00
11/26/2025	Holiday Inn Kearney	Hotel for AD conference	\$249.90
11/12/2025	HD Supply FKA Home Depot Pro	Maint.Supplies HS	\$248.75
11/12/2025	Donald R. Prentice	Extermination Service Oct	\$230.00
11/21/2025	US Bank	Veterans Day Supplies	\$203.70
11/21/2025	US Bank	Dance Team Comp. Registration:UNO	\$200.00
11/26/2025	Jackson Services Inc.	Mats/Mops	\$195.22
11/21/2025	US Bank	General Tech supplies	\$193.96
11/12/2025	Amanda Ehlers	RN Reimb Mileage 9/3 - 9/30/25	\$190.40
11/21/2025	US Bank	HS Art Supplies Glaze/Print supplies	\$189.49
11/21/2025	US Bank	Hotel room AH MTSS Conf. Kearney	\$176.44
11/21/2025	US Bank	FCS Student and Classroom Supplies	\$175.44
11/12/2025	University of Nebraska-Lincoln	2026 Spring Educ. Career Fair Supt	\$175.00

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
11/21/2025	US Bank	2025 Fall Education Career Fair- Supt	\$175.00
11/21/2025	US Bank	Fabric for Sewing Unit (7th grade)	\$171.57
11/12/2025	Oak Valley Lumber Co	Building Maint Supplies	\$171.30
11/21/2025	US Bank	SLP Supplies	\$162.32
11/26/2025	Aqua Systems	Repair Water System HS	\$160.25
11/12/2025	Pitney Bowes Global (Lease)	Postage Machine HS Lease	\$159.57
11/21/2025	US Bank	Registration for NMEA conference	\$155.00
11/10/2025	Wiese, Collin	Activity Work Pay Aug,Sept,Oct	\$142.50
11/05/2025	John Kliment	SpEd Mileage Reimb 9/17/25 - 10/23/25	\$140.00
11/12/2025	Hinz, Elvia	Interpretation Service SPED meetings	\$126.80
11/10/2025	Kobza, Sydney	Activity Work Pay	\$120.00
11/12/2025	Windstream	Fax	\$110.25
11/21/2025	US Bank	Nebraska Music Educators Conference	\$110.00
11/21/2025	US Bank	AAC Visual Maker SLP Supplies	\$99.00
11/26/2025	Bauer Built Tire & Service	Fix Flat Tire Bus 19A	\$92.30
11/10/2025	Nelson, Ritch	Activity Work Pay	\$90.00
11/10/2025	Rezac, Mark	Activity Worker Pay	\$90.00
11/12/2025	Matheson Tri-Gas Inc.	Argon Gas	\$86.02
11/21/2025	US Bank	Supplies SPED V	\$76.46
11/12/2025	Dietze Music	Repair Yamaha Tenor Sax	\$75.00
11/26/2025	KSB School Law PC LLO	Legal Service	\$75.00
11/21/2025	Ankrom, Ed	Pius Speech Judge 11/22	\$70.00
11/21/2025	Hain, Zach	11/21 Speech Judge	\$70.00
11/21/2025	US Bank	FBLA Nat'I Dues	\$60.00
11/21/2025	US Bank	GimKit Renewal Business Class	\$59.88
11/21/2025	US Bank	Adjustable desk for Adaptive Band	\$59.78
11/21/2025	US Bank	Headphones for HS SpEd Rooms	\$56.99
11/12/2025	ASI	Payflex Admin Fees	\$50.00
11/12/2025	Central City HS	Quiz Bowl Entry 11/12	\$50.00
11/05/2025	Turman, Clair	Mileage Reimb SLP Oct 2025	\$49.14
11/21/2025	Pius X High School	Entry Fee: HS Speech 11/22	\$48.00
11/21/2025	US Bank	Gloves- HS SpEd Supplies	\$47.99
11/21/2025	US Bank	Sensory Safari SPED HS	\$45.50
11/26/2025	Gothenburg Public Schools	Feed Sample Kit	\$45.00
11/10/2025	Hellerick, Amanda	Activity Worker Pay	\$45.00
11/10/2025	Johnson, Ken	Activity Worker Pay	\$45.00
11/26/2025	Mattice Lock Shop	Additional Keys Cut	\$45.00
11/05/2025	Coufal, Amanda	Reimb Oct 2025 Mileage	\$44.10
11/12/2025	Jostens	Extra Diploma and Cover	\$43.30
11/21/2025	US Bank	MS STEM Supplies	\$40.12
11/21/2025	US Bank	Health Office supplies and conc.	\$36.16
11/21/2025	US Bank	3rd Grade Supplies V	\$35.99
11/21/2025	US Bank	Office Supplies V	\$34.07
11/21/2025	US Bank	Stapler/staples for classroom MS	\$32.48
11/21/2025	US Bank	2 iPad cases HS Sped	\$31.96
11/21/2025	US Bank	Tech Ed Classroom materials	\$29.84
11/21/2025	US Bank	Omaha World Herald monthly	\$28.99
11/21/2025	US Bank	NMEA All state band audition	\$27.00
11/21/2025	US Bank	Dry Erase markers-C	\$25.98
11/21/2025	US Bank	FBLA Craft show food, HS Office Supplies	\$25.96
11/21/2025	US Bank	Prof Dev Book C	\$24.47
11/21/2025	US Bank	Health Office supplies	\$23.83
11/21/2025	US Bank	PreK student Supplies Occup. Therapist	\$22.78
11/21/2025	US Bank	Writing Revolution Book PD C	\$22.18
11/21/2025	US Bank	Acoustic Foam Panels	\$15.73
11/21/2025	US Bank	Macbook Keyboard	\$15.50
11/12/2025	Truck Center Companies	Bus - Door Seal	\$14.24
11/12/2025	Nebraska State Bandmasters Assoc.	NSBA 8th grade all state audition	\$10.00
11/21/2025	Millard South HS	11/21 Speech Entry Fee	\$8.00
11/21/2025	US Bank	Name tags for Choral Clinic	\$5.95

Hot Lunch Fund - Report of Bills Paid November 2025

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
11/12/2025	Sysco Lincoln	Food and supply	\$18,898.79
11/20/2025	RCPS Dist 161	Hot Lunch Staff November Payroll	\$18,578.86
11/12/2025	Hiland Dairy	MILK	\$4,055.08
11/12/2025	Cash-Wa Distributing	FOOD AND SUPPLY	\$1,882.67
11/10/2025	EduTrak Fees	Edutrak OnLine Fees	\$623.33
11/21/2025	US Bank	Food/Snacks/AlaCarte	\$170.68
11/26/2025	Jackson Services Inc.	Cleaning Cloths- Kitchen	\$130.15
11/21/2025	US Bank	Rolling Desk for Lunch POS Val	\$69.99

HS Bond Fund - Report of Bills Paid November 2025

11/26/2025	BOK Financial	HS Bond #3 12/15/25 P&I	\$382,715.00
11/26/2025	BOK Financial	HS Bond #4 12/15/25 P&I	\$259,432.50
		#3 Balance Remaining: \$1,599,833.25	
		Last Payt: 12/2029	
		#4 Balance Remaining: \$1,387,210.00	
		Last Payt: 12/2030	

Building/Sinking Bond Fund - Report of Bills Paid November 2025

11/25/2025	Jones Bank	HS HVAC Lease/Purc Semi Ann. Payt	\$4,023.75
		Interest only	
		* Balance Remaining: \$443,093.75	
		Last Payt: 6/1/2027	



Raymond Central Public Schools

Student Activities Fund Checks November 2025

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
AP Funds	11/21/2025	US Bank	AP Funds	805.00
Athletics	11/21/2025	Kabes, Christopher	NCC Play Production Judge+Mileage	196.00
Athletics	11/13/2025	Ghormley, Jana	NCC Choir Accompanist+Mileage	118.20
Athletics	11/11/2025	Tobin, Reinwald	JHBball Official 11/11	120.00
Athletics	11/13/2025	Scheel, Ken	Assignor's Fee JH and JV Bball	150.00
Athletics	11/21/2025	Holtz, Heath	JHBB Tourney Official	120.00
Athletics	11/21/2025	Carlson, Curtis	JHBB Tourney Official	120.00
Athletics	11/21/2025	US Bank	State Cross Supplies- State	11.98
Athletics	11/21/2025	US Bank	Coaching Clinic: 2 coaches	260.00
Athletics	11/13/2025	Lakeview Community Schools	Unified Bowling Entry 11/13	100.00
Athletics	11/21/2025	Fredricks, Jon	NCC Play Production Judge plus	197.00
Athletics	11/11/2025	Liakos, Makenzie	JHBball Official 11/11	120.00
Athletics	11/25/2025	Arlington Public Schools	JHGWR Entry Fee	100.00
Athletics	11/21/2025	Sedivy, Bruce	NCC Play Production Judge+Mileage	218.00
Athletics	11/21/2025	Archbishop Bergan High School	JHGWR tourney entry fee	125.00
Athletics	11/13/2025	Weeping Water HS	JHGWR Tourney Entry 11/17	125.00
Athletics	11/21/2025	Broeker, Brenda	NCC Play Production Judge+Mileage	230.00
Athletics	11/13/2025	Lambert, Hannah	Accompanist NCC Choir+Mileage	113.30
Boys BB	11/25/2025	Hauff Mid America Sports	Shooting Shirts	682.99
Boys BB	11/21/2025	US Bank	Play diagramming software.	158.24
Caring Shelves	11/21/2025	US Bank	Caring Shelves	124.17
Caring Shelves	11/21/2025	US Bank	HS Caring Shelves	54.62
Cheer	11/12/2025	Varsity Spirit Fashion Attn	Cheer Uniforms 25-26	5,201.55
Class of 2026	11/12/2025	Jostens	Grad. Robes	2,069.20
Class of 2032 Cer. Field Trips	11/12/2025	Platte River State Park	Cer. Field Trip May 25	329.00
Class of 2032 Val Field Trips	11/12/2025	Platte River State Park	Val Field Trip May 25	329.00
College Access Grant	11/21/2025	US Bank	Novels for Seniors in English	515.80
Cross Country	11/21/2025	US Bank	Cross Country Supplies/State Meal	367.72
Cross Country	11/12/2025	RC TSHIRT FUND	XC Shirts	70.00
Elem Fundraising	11/21/2025	US Bank	Elem Fundraising	146.80
FBLA	11/25/2025	Hergert Oil Co	Pizza	216.00
FBLA	11/21/2025	US Bank	Hot Dogs	309.63
FFA	11/25/2025	NAEA District 2	Livestock Judging Fees	60.00
FFA	11/21/2025	US Bank	Hotel Nat'ls	1,380.52
FFA	11/21/2025	US Bank	Car Rental Nat'ls	479.12
FFA	11/21/2025	US Bank	Chapter Meal Nat'ls	308.38
FFA	11/21/2025	US Bank	Parking Tuesday Nat'ls	10.00
FFA	11/21/2025	US Bank	Feed-a-farmer supplies	394.57
FFA	11/21/2025	US Bank	Parking Nat'ls	48.00
FFA	11/25/2025	Ely Farms, LLC	Pickled Products for Fruit Sales	1,423.10
FFA	11/21/2025	National FFA Organization	FFA Jackets	1,001.00
Football	11/21/2025	US Bank	Banquet Food	592.00
Girls BB	11/25/2025	Hauff Mid America Sports	Girls Bball backpacks and apparel	739.00
Girls BB	11/25/2025	Hauff Mid America Sports	Girls Basketball Shooting Shirts	477.00
HS Pop	11/21/2025	US Bank	Flowers Funeral - Austin Walla	49.44
HS Pop	11/21/2025	US Bank	Potluck Halloween Decorations	33.51
JH Football	11/25/2025	Hergert Oil Co	Pizza	180.00
One Act	11/21/2025	US Bank	One Act	35.30
One Act	11/21/2025	US Bank	One Act Order #2 Amazon	956.81
Professional Development	11/21/2025	US Bank	Professional Dev /Staff/Tchrs	367.91
Quiz Bowl	11/21/2025	US Bank	Timers	51.96
Quiz Bowl	11/13/2025	RC Quiz Bowl	profit from 11/8 conc.	20.40
RC Backpack	11/12/2025	Food Bank of Lincoln	15 BackPacks of food for 17 weeks	2,065.50
RC Concessions	11/13/2025	Music Boosters	Profit from 11/10 conc.	232.20
RC Concessions	11/12/2025	Sysco Lincoln	Popcorn Oil	495.52
RC Concessions	11/21/2025	US Bank	Candy Restock	534.90
RC Concessions	11/21/2025	US Bank	Pretzels for conc.	129.92
RC Concessions	11/21/2025	US Bank	Coffee for conc.	18.98
RC Concessions	11/21/2025	US Bank	Concessions Restock	108.36
RC Concessions	11/12/2025	Pepsi Cola Of Lincoln	Restock	1,221.80
RC Concessions	11/13/2025	RCPS FBLA	Profit from conc. 11/11	187.50
RC Foundation	11/25/2025	RCPS General Fund	Reimb 50% of 3D Anatomy Table	11,245.00
Softball	11/21/2025	US Bank	Softball Meal/Districts	284.00

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
Softball	11/21/2025	US Bank	TTSTEM1 - Replacement part	195.00
Softball	11/25/2025	On Deck Sports	Net for softball	147.70
Softball	11/12/2025	Rixtine Recognition	YE Awards	185.00
T Shirt Press	11/21/2025	US Bank	Port & Company PC54 Core Cotton	282.68
T Shirt Press	11/21/2025	US Bank	22x60 Gang Sheet	34.65
T Shirt Press	11/21/2025	US Bank	46x20 Gang Sheet	126.00
T Shirt Press	11/21/2025	US Bank	One Act	252.00
T Shirt Press	11/21/2025	US Bank	Choir, Band Designs	84.00



Raymond Central Public Schools

Student Fees Fund Checks November 2025

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
Service Fees (Student Fees)	11/12/2025	RCPS General Fund	Transfer PreK Tuition Fees	1,050.00
Service Fees (Student Fees)	11/12/2025	RCPS Testing Activities Fund	Transfer Student Testing Fees	18.00
Skills USA Fees	11/21/2025	US Bank	SkillsUSA Membership, ME	28.00
FCS Student Fees	11/21/2025	US Bank	Culinary and Foods Groceries	143.30
Tech Educ Student Fees	11/21/2025	US Bank	Student Tech Ed materials	377.18
Skills USA Fees	11/25/2025	Skills USA Inc	Skills USA Student Dues	160.00
Service Fees (Student Fees)	11/10/2025	EduTrak Fees	Online Service Fees	221.24

5.4. Policy Review

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



12-07-2025

Mr. Hanson and Members of the Raymond Central Board of Education,

After some long hours of thinking, talking it over with my wife, and some industrial strength consternation on what to do, I have made the difficult decision to resign from my position as Raymond Central Principal at the conclusion of my 2025-2026 contract. I do so with a heavy heart knowing that there are good things happening here and that we have worked very hard to get the process moving together. I am confident that the direction Raymond Central is heading with respect to academic achievement, student growth, and program development is the correct one. The vision is clear, and you are starting to get the pieces in place to make it happen.

I am choosing to resign early to provide the district with ample opportunity to find the right replacement and appropriate fit for this position. The Raymond High School Principal position is one of great honor and responsibility. She/he who is fortunate to be named as my successor will have the ability to pick up where we left off. I am proud of the work we have accomplished together over the last two years. We have made a lot of headway toward seeing our goals realized. It is my estimation that the high school is primed for great academic and social-emotional success moving forward.

Thank you for the opportunity to serve Raymond Central Public School in the leadership capacity of building principal. I have enjoyed my time here and will look back on our time together fondly. Please know that I will leave here with aspirations of moving forward in whatever capacity life leads me. At present, I have not secured employment and will be searching for my next opportunity. Having secured a superintendent's endorsement, I aspire a change in my working situation and position. I will be looking to find that "next phase" in my career for the future whatever and wherever that may be.

Until then, I will remain dedicated to completing the work we started together. I hope to continue to accelerate our efforts to improve our academic position as a school. I will provide whatever guidance and direction to the staff, students, and leadership that is needed in my remaining months here. My efforts, as always, will be anchored in a student-first mindset and I will work to the last moment as principal, helping to ensure that it happens. I want to thank Mr. Hanson and the leadership team for all the hard work and dedicated service for students of our school. Thank you to the Raymond Central Board of Education for your vision and leadership, our dedicated staff and the students and families of our educational community for allowing me to be part of the Mustang Family. I enjoyed getting to know you all and will take away many fond memories.

Best wishes to everyone. Onward and Upward. Good luck Mustangs!

Educationally,

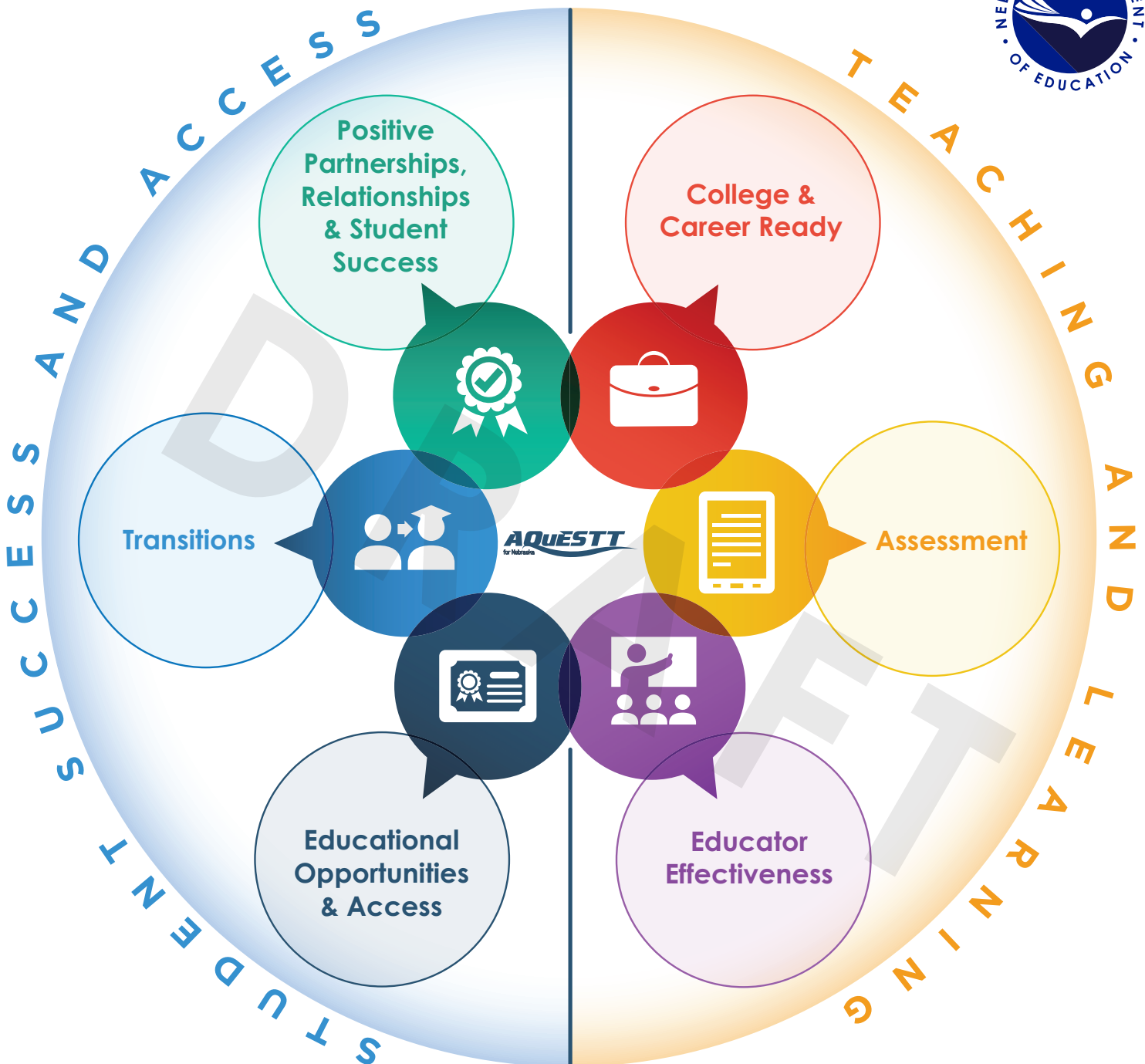
Mr. Troy Lurz, M.Ed./Ed.S

6. Correspondence/Recognition

6.1. AQuESTT Report

The Six Tenets of AQuESTT

The framework is designed around the following six tenets:



Each tenet is further defined by areas of focus. For each area of focus, specific indicators, measures (data points) and timelines will be developed. The Nebraska Department of Education is currently working on the indicators, measures and timelines. Connections to other state or federal requirements will also be incorporated into the framework.

STUDENT SUCCESS AND ACCESS



Positive Partnerships, Relationships & Student Success

The State Board believes that student engagement through positive partnerships and relationships is fundamental to successful schools and districts. The State Board seeks to support schools and districts to implement best practices in student, parent/guardian and community engagement to enhance educational experiences and opportunities.

Areas of Focus

- Individualized or Personalized Learning Plans
- Attendance and Participation
- Family Engagement
- Community and support services



Transitions

The State Board believes that quality educational opportunities focus on supports for students transitioning between grade levels, programs, schools, districts and ultimately college and careers.

Areas of Focus

- Early Childhood-Elementary
- Elementary-Middle School
- Middle School-High School
- High School-Post High School



Educational Opportunities and Access

The State Board believes that all students should have access to comprehensive instructional opportunities to be prepared for postsecondary education and career goals.

Areas of Focus

- Early Childhood Education
- Comprehensive Learning Opportunities
- Expanded Learning Opportunities
- Blended Learning Opportunities

TEACHING AND LEARNING



College & Career Ready

The State Board of Education believes that every student upon completion of secondary education shall be prepared for postsecondary educational opportunities and to pursue their career goals.

Areas of Focus

- Rigorous College & Career Ready Standards for All Content Areas
- Technological & Digital Readiness
- Support for Career Awareness and Career/College Goals



Assessment

The State Board believes the results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement of college and career ready standards, and be used as an integral part of the instructional process.

Areas of Focus

- Individualized/Adaptive Assessments
- Classroom Based Assessments
- State Assessments
- National/International Assessments



Educator Effectiveness

The State Board believes that students should be surrounded by effective educators throughout their learning experiences such that schools and districts develop effective teachers and leaders who establish a culture of success.

Areas of Focus

- Nebraska Teacher & Principal Performance Framework
- Professional Development
- Building Leadership Supports
- Effective Local Policy Makers & Superintendents

AQuESTT Classification Details Report 2025

RAYMOND CENTRAL PUBLIC SCHOOLS [55-0161-000]

District Rating

Classification - Summary

Status: 3

Participation: No Adjustment

Tenet Adjustments

Positive Partnerships, Relationships, and Success: N/A

Transitions: 0

Educational Opportunities and Access: 0 (0 or +1)

Postsecondary, Career, and Civic Ready: N/A

Student Achievement and Growth: 0 (0 or +1)

Educator Effectiveness: N/A

Final Classification:

3 Great

Ratings Last Updated: 10-09-2025

RAYMOND CENTRAL PUBLIC SCHOOLS [55-0161-000]

District Rating

Comprehensive Support and Improvement (CSI)

A school can be designated as CSI if it receives Title I funding and the scores at the school pass through all three stages of the designation filter, or if the school has a 4-year cohort graduation rate less than 67%. Please see <https://aquestt.com/resources/> for additional details of the CSI rules. Districts are not eligible for CSI.

Furthest Progress in CSI Designation: None (districts are not eligible)

RAYMOND CENTRAL PUBLIC SCHOOLS [55-0161-000]

District Rating

Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI)

TSI and ATSI designations are made using the same metrics as CSI, but for groups of students within a school as opposed to the entire school. TSI student groups are designated by comparing against the lowest quartile of Title I school scores, while ATSI student groups are compared against the highest scores of the schools designated as CSI. Please see <https://aquestt.com/resources/> for additional details of the TSI and ATSI rules. Districts are not eligible for TSI/ATSI.

For more information on Classifications, TSI/ATSI and CSI, please see <https://aquestt.com/resources/>

District Summary of CSI/TSI/ATSI Schools & Groups

This table shows which schools are CSI and which schools have TSI or ATSI student groups within this district.

School Name	School Type	CSI Status	TSI Student Groups	ATSI Student Groups
ELEMENTARY SCH AT VALPARAISO	Elementary School	No	(None)	(None)
ELEMENTARY SCHOOL AT CERESCO	Elementary School	No	(None)	(None)
MIDDLE SCHOOL	Middle School	No	(None)	(None)
SECONDARY SCH AT RAYMOND	High School	No	(None)	(None)

Student Group Key:

AM = American Indian or Alaskan Native
 AS = Asian
 BL = Black or African American
 HI = Hispanic
 MU = Multiple Races
 PI = Native Hawaiian or Other Pacific Islander
 WH = White

EL = English Learner
 FRL = Free or Reduced Lunch
 SPED = Special Education

Classification - Status Indicator

	ELA	Math	Total
# of Eligible Assessments	345	345	690
# of Proficient Assessments	208	222	430
	% Proficient		62.32%

Your 2024-2025 Status Score: **62.32%**

Applicable Cut Score for this District: Status Score \geq 60 but $<$ 70

Your Status Rating: **3**

Classification - Participation Indicator

	ELA	Math	Science	Total
# of Eligible Students	350	350	150	850
# of Participating Students	349	349	149	847
	% Participating			99.65%

Your 2024-2025 Participation Score: **99.65%**

Your Participation Rating Adjustment: **0**



Transitions Tenet - 4 Year Graduation Indicator

Note: graduation data is lagged by a year compared to other accountability data, 2023-2024 is the most recent data used in both graduation indicators.

	Total
# of Eligible Cohort Members	64
# of Cohort Graduates	60
Cohort 4-Year Graduation Rate	93.75%

Transitions Tenet - Extended 7 Year Graduation Indicator

	Total
# of Eligible Cohort Members	55
# of Cohort Graduates	55
Cohort 7-Year Graduation Rate	100.00%

Transitions Tenet Rating

Indicator	Score	Weight	Weighted Score	<i>Score x Weight / Total Weight</i>
4 Year Graduation	93.75	0.51	47.81	
Extended 7 Year Graduation	100.00	0.49	49.00	
Total		1.00	96.81	

Your 2024-2025 Transitions Tenet Score: **96.81**

Your Transitions Tenet Rating Adjustment: **0**



Educational Opportunities Tenet - Chronic Absenteeism

Note: A chronically absent student is defined as any student absent for 10% or more of the days they were enrolled

	2021-2022	Baseline	
# of Eligible Students	706	706	
# Chronically Absent	92	92	
Rate	13.03%	13.03%	
Target Rate for 2024-2025:	11.08%		15% reduction
Current Year # of Eligible Students		686	
Current Year # Chronically Absent		75	
Rate		10.93%	
Difference from Target Rate		+0.14%	

This indicator's score is determined by comparing the rate of students who are chronically absent in the current year against a target rate. The target rate of 11.08% is found by calculating the 2021-2022 baseline rate of 13.03% and reducing it by 5% per year. The actual chronic absenteeism rate for this year is 10.93% which is 0.14% better than the target rate.

Educational Opportunities Tenet - Progress Towards English Language Proficiency

	Total	
# of Eligible English Learners	1	
# On Track	1	
# Making Partial Progress	0	(count as a half point in the rate calculation)
Rate	N/A*	

* Due to having less than 10 eligible English Learners with a baseline ELPA21 assessment to compare against, this indicator will not be included in this tenet's score

Educational Opportunities Tenet Rating Adjustment

Indicator	Score	Standardized Score	Weight	Weighted Score	Standardized Score x Weight / Total Weight
Chronic Absenteeism	0.14	-0.08	0.50	-0.08	

English Learner Progress	N/A	N/A	0	N/A
Total			0.50	-0.08

Standardized scores are created using a z-score method based on the mean of all eligible scores for the indicator statewide

Your 2024-2025 Tenet Score: **-0.08**

Applicable Cut Score for This District: Tenet Score \leq 0.8

Your Tenet Rating Adjustment: **0**

The rules for the Educational Opportunities and Access tenet allow for an upward adjustment to your classification rating, or for no adjustment to take place. Your overall tenet score of -0.08 is at or below the cut score of 0.80, so this results in no adjustment to your classification rating.



RAYMOND CENTRAL PUBLIC SCHOOLS [55-0161-000]

District Rating

Student Achievement and Growth Tenet - Growth

	ELA	Math	Total
# of Eligible Students	232	232	464
# of Students Showing Growth	147	131	278
	Growth Percentage		59.91%

RAYMOND CENTRAL PUBLIC SCHOOLS [55-0161-000]

District Rating

Student Achievement and Growth Tenet - Non-Proficiency

	2022-2023	2023-2024	2024-2025
# of Eligible ELA & Math Assessments	762	722	690
# of Non-Proficient Scores	305	264	260
% Non-Proficient	40.03%	36.57%	37.68%

Number of School Years Available for Trendline: 3

Non-Proficiency Trendline Slope: **-1.17** (lower is better)

Your Non-Proficiency trendline indicates that over the last 3 years, the percentage of ELA and Math assessments scored as non-proficient has been decreasing.

RAYMOND CENTRAL PUBLIC SCHOOLS [55-0161-000]

District Rating

Student Achievement and Growth Tenet - Science Proficiency

	Total
# of Eligible Assessments	146
# of Proficient Assessments	105
% Proficient	71.92%

RAYMOND CENTRAL PUBLIC SCHOOLS [55-0161-000]

District Rating

Student Achievement and Growth Tenet Rating Adjustment

Indicator	Score	Standardized Score	Weight	Weighted Score	<i>Standardized Score x Weight / Total Weight</i>
Growth	59.91	-0.59	0.65	-0.38	
Non-Proficiency	-1.17	0.35	0.25	0.09	

Science Status	71.92	-0.29	0.10	-0.03
Total			1.00	-0.32

Standardized scores are created using a z-score method based on the mean of all eligible scores for the indicator statewide

Your 2024-2025 Student Achievement & Growth Tenet Score: **-0.32**

Applicable Cut Score for This District: Tenet Score < 0.8

Your Tenet Rating Adjustment: **0**

The rules for the Student Achievement and Growth tenet allow for an upward adjustment to your classification rating, or for no adjustment to take place. Your overall tenet score of -0.32 is below the cut score of 0.80, so this results in no adjustment to your classification rating.



Positive Partnerships, Relationships, and Success Tenet - Student Discipline

	Total	
# of Eligible Students	726	
# Students Not Suspended or Expelled	717	<i>(no out-of-school suspension or expulsion)</i>
Rate	98.76%	

Positive Partnerships, Relationships, and Success Tenet Rating Adjustment

Indicator	Score	Weight	Weighted Score	<i>Score x Weight / Total Weight</i>
Student Discipline	98.76	1.00	98.76	
Total		1.00	98.76	

Your 2024-2025 Tenet Score: **98.76**

Your Tenet Rating Adjustment: **N/A**

No indicators in the Positive Partnerships, Relationships, and Success tenet are currently being used to adjust the classification rating, the data is presented here for review purposes.

AQuESTT Classification Details Report 2025

SECONDARY SCH AT RAYMOND [55-0161-001]

High School Rating

Classification - Summary

Status: 2

Participation: No Adjustment

Tenet Adjustments

Positive Partnerships, Relationships, and Success: N/A

Transitions: 0

Educational Opportunities and Access: 0 (0 or +1)

Postsecondary, Career, and Civic Ready: N/A

Student Achievement and Growth: 0 (0 or +1)

Educator Effectiveness: N/A

Final Classification:

2 Good

Ratings Last Updated: 10-09-2025

SECONDARY SCH AT RAYMOND [55-0161-001]

High School Rating

Comprehensive Support and Improvement (CSI)

A school can be designated as CSI if it receives Title I funding and the scores at the school pass through all three stages of the designation filter, or if the school has a 4-year cohort graduation rate less than 67%. Please see <https://aquestt.com/resources/> for additional details of the CSI rules. Districts are not eligible for CSI.

Furthest Progress in CSI Designation: None (no Schoolwide or Targeted Title I program or not enough students)

SECONDARY SCH AT RAYMOND [55-0161-001]

High School Rating

Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI)

TSI and ATSI designations are made using the same metrics as CSI, but for groups of students within a school as opposed to the entire school. TSI student groups are designated by comparing against the lowest quartile of Title I school scores, while ATSI student groups are compared against the highest scores of the schools designated as CSI. Please see <https://aquestt.com/resources/> for additional details of the TSI and ATSI rules. Districts are not eligible for TSI/ATSI.

Student Group	TSI/ATSI Status	Designation Year
English Learners	Too few students	
Economically Disadvantaged	Too few students	
American Indian or Alaska Native	Too few students	
Asian	Too few students	

Black or African American	Too few students	
Hispanic	Too few students	
Two Or More Races	Too few students	
Native Hawaiian or Other Pacific Islander	Too few students	
White	Not TSI/ATSI	
Students with Disabilities	Too few students	

For more information on Classifications, TSI/ATSI and CSI, please see <https://aquestt.com/resources/>

Classification - Status Indicator

	ELA	Math	Total
# of Eligible Assessments	54	54	108
# of Proficient Assessments	27	20	47
	% Proficient		43.52%

Your 2024-2025 Status Score: **43.52%**

Applicable Cut Score for this High School: Status Score \geq 26 but $<$ 45

Your Status Rating: **2**

Classification - Participation Indicator

	ELA	Math	Science	Total
# of Eligible Students	55	55	55	165
# of Participating Students	54	54	54	162
	% Participating			98.18%

Your 2024-2025 Participation Score: **98.18%**

Your Participation Rating Adjustment: **0**



Transitions Tenet - 4 Year Graduation Indicator

Note: graduation data is lagged by a year compared to other accountability data, 2023-2024 is the most recent data used in both graduation indicators.

	Total
# of Eligible Cohort Members	64
# of Cohort Graduates	60
Cohort 4-Year Graduation Rate	93.75%

Transitions Tenet - Extended 7 Year Graduation Indicator

	Total
# of Eligible Cohort Members	55
# of Cohort Graduates	55
Cohort 7-Year Graduation Rate	100.00%

Transitions Tenet Rating

Indicator	Score	Weight	Weighted Score	<i>Score x Weight / Total Weight</i>
4 Year Graduation	93.75	0.51	47.81	
Extended 7 Year Graduation	100.00	0.49	49.00	
Total		1.00	96.81	

Your 2024-2025 Transitions Tenet Score: **96.81**

Your Transitions Tenet Rating Adjustment: **0**



Educational Opportunities Tenet - Chronic Absenteeism

Note: A chronically absent student is defined as any student absent for 10% or more of the days they were enrolled

	2021-2022	Baseline	
# of Eligible Students	231	231	
# Chronically Absent	36	36	
Rate	15.58%	15.58%	
Target Rate for 2024-2025:	13.25%		15% reduction
Current Year # of Eligible Students		241	
Current Year # Chronically Absent		41	
Rate		17.01%	
Difference from Target Rate		-3.77%	

This indicator's score is determined by comparing the rate of students who are chronically absent in the current year against a target rate. The target rate of 13.25% is found by calculating the 2021-2022 baseline rate of 15.58% and reducing it by 5% per year. The actual chronic absenteeism rate for this year is 17.01% which is 3.77% worse than the target rate.

Educational Opportunities Tenet - Progress Towards English Language Proficiency

	Total	
# of Eligible English Learners	0	
# On Track	0	
# Making Partial Progress	0	(count as a half point in the rate calculation)
Rate	N/A*	

* Due to having less than 10 eligible English Learners with a baseline ELPA21 assessment to compare against, this indicator will not be included in this tenet's score

Educational Opportunities Tenet Rating Adjustment

Indicator	Score	Standardized Score	Weight	Weighted Score	Standardized Score x Weight / Total Weight
Chronic Absenteeism	-3.77	-0.29	0.50	-0.29	

English Learner Progress	N/A	N/A	0	N/A
Total			0.50	-0.29

Standardized scores are created using a z-score method based on the mean of all eligible scores for the indicator statewide

Your 2024-2025 Tenet Score: **-0.29**

Applicable Cut Score for This High School: Tenet Score \leq 1.3

Your Tenet Rating Adjustment: **0**

The rules for the Educational Opportunities and Access tenet allow for an upward adjustment to your classification rating, or for no adjustment to take place. Your overall tenet score of -0.29 is at or below the cut score of 1.30, so this results in no adjustment to your classification rating.



SECONDARY SCH AT RAYMOND [55-0161-001]

High School Rating

Student Achievement and Growth Tenet - Growth

	ELA	Math	Total
# of Eligible Students	0	0	0
# of Students Showing Growth	0	0	0
	Growth Percentage		N/A

SECONDARY SCH AT RAYMOND [55-0161-001]

High School Rating

Student Achievement and Growth Tenet - Non-Proficiency

	2022-2023	2023-2024	2024-2025
# of Eligible ELA & Math Assessments	124	124	108
# of Non-Proficient Scores	74	67	61
% Non-Proficient	59.68%	54.03%	56.48%

Number of School Years Available for Trendline: 3

Non-Proficiency Trendline Slope: **-1.60** (lower is better)

Your Non-Proficiency trendline indicates that over the last 3 years, the percentage of ELA and Math assessments scored as non-proficient has been decreasing.

SECONDARY SCH AT RAYMOND [55-0161-001]

High School Rating

Student Achievement and Growth Tenet - Science Proficiency

	Total
# of Eligible Assessments	54
# of Proficient Assessments	25
% Proficient	46.30%

SECONDARY SCH AT RAYMOND [55-0161-001]

High School Rating

Student Achievement and Growth Tenet Rating Adjustment

Indicator	Score	Standardized Score	Weight	Weighted Score	<i>Standardized Score x Weight / Total Weight</i>
Growth	N/A	N/A	0	N/A	
Non-Proficiency	-1.60	0.38	0.65	0.24	

Science Status	46.30	-0.56	0.35	-0.20
Total			1.00	0.05

Standardized scores are created using a z-score method based on the mean of all eligible scores for the indicator statewide

Your 2024-2025 Student Achievement & Growth Tenet Score: **0.05**

Applicable Cut Score for This High School: Tenet Score < 1.2

Your Tenet Rating Adjustment: **0**

The rules for the Student Achievement and Growth tenet allow for an upward adjustment to your classification rating, or for no adjustment to take place. Your overall tenet score of 0.05 is below the cut score of 1.20, so this results in no adjustment to your classification rating.



Positive Partnerships, Relationships, and Success Tenet - Student Discipline

	Total	
# of Eligible Students	261	
# Students Not Suspended or Expelled	258	<i>(no out-of-school suspension or expulsion)</i>
Rate	98.85%	

Positive Partnerships, Relationships, and Success Tenet Rating Adjustment

Indicator	Score	Weight	Weighted Score	<i>Score x Weight / Total Weight</i>
Student Discipline	98.85	1.00	98.85	
Total		1.00	98.85	

Your 2024-2025 Tenet Score: **98.85**

Your Tenet Rating Adjustment: **N/A**

No indicators in the Positive Partnerships, Relationships, and Success tenet are currently being used to adjust the classification rating, the data is presented here for review purposes.

AQuESTT Classification Details Report 2025

ELEMENTARY SCHOOL AT CERESCO [55-0161-002]

Elementary School Rating

Classification - Summary

Status: 3

Participation: No Adjustment

Tenet Adjustments

Positive Partnerships, Relationships, and Success: N/A

Transitions: N/A

Educational Opportunities and Access: 0 (0 or +1)

Postsecondary, Career, and Civic Ready: N/A

Student Achievement and Growth: 0 (0 or +1)

Educator Effectiveness: N/A

Final Classification:

3 Great

Ratings Last Updated: 10-09-2025

ELEMENTARY SCHOOL AT CERESCO [55-0161-002]

Elementary School Rating

Comprehensive Support and Improvement (CSI)

A school can be designated as CSI if it receives Title I funding and the scores at the school pass through all three stages of the designation filter, or if the school has a 4-year cohort graduation rate less than 67%. Please see <https://aquestt.com/resources/> for additional details of the CSI rules. Districts are not eligible for CSI.

Furthest Progress in CSI Designation: Stage 0

Stage 0:	All schools with Schoolwide or Targeted Title I programs in the classification school year
Stage 1:	Title I elementary/middle schools with scores in the lowest quartile of either the Status or English Learner Progress indicators
Stage 2:	Stage 1 schools with scores in the lowest quartile of either the Growth, or Non-Proficiency indicators
Stage 3:	Stage 2 schools with the lowest combined score of Chronic Absenteeism and Science Status

ELEMENTARY SCHOOL AT CERESCO [55-0161-002]

Elementary School Rating

Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI)

TSI and ATSI designations are made using the same metrics as CSI, but for groups of students within a school as opposed to the entire school. TSI student groups are designated by comparing against the lowest quartile of Title I school scores, while ATSI student groups are compared against the highest scores of the schools designated as CSI. Please see <https://aquestt.com/resources/> for additional details of the TSI and ATSI rules. Districts are not eligible for TSI/ATSI.

Student Group	TSI/ATSI Status	Designation Year
English Learners	Too few students	

Economically Disadvantaged	Not TSI/ATSI	
American Indian or Alaska Native	Too few students	
Asian	Too few students	
Black or African American	Too few students	
Hispanic	Too few students	
Two Or More Races	Too few students	
Native Hawaiian or Other Pacific Islander	Too few students	
White	Not TSI/ATSI	
Students with Disabilities	Too few students	

For more information on Classifications, TSI/ATSI and CSI, please see <https://aquestt.com/resources/>

Classification - Status Indicator

	ELA	Math	Total
# of Eligible Assessments	68	68	136
# of Proficient Assessments	36	49	85
	% Proficient		62.50%

Your 2024-2025 Status Score: **62.50%**

Applicable Cut Score for this Elementary School: Status Score ≥ 60 but < 75

Your Status Rating: **3**

Classification - Participation Indicator

	ELA	Math	Science	Total
# of Eligible Students	68	68	25	161
# of Participating Students	68	68	25	161
	% Participating			100.00%

Your 2024-2025 Participation Score: **100.00%**

Your Participation Rating Adjustment: **0**



Transitions Tenet - 4 Year Graduation Indicator

Note: graduation data is lagged by a year compared to other accountability data, 2023-2024 is the most recent data used in both graduation indicators.

	Total
# of Eligible Cohort Members	N/A
# of Cohort Graduates	N/A
Cohort 4-Year Graduation Rate	N/A

Transitions Tenet - Extended 7 Year Graduation Indicator

	Total
# of Eligible Cohort Members	N/A
# of Cohort Graduates	N/A
Cohort 7-Year Graduation Rate	N/A

Transitions Tenet Rating

Indicator	Score	Weight	Weighted Score	<i>Score x Weight / Total Weight</i>
4 Year Graduation	N/A	0	N/A	
Extended 7 Year Graduation	N/A	0	N/A	
Total		0.00	N/A	

Your 2024-2025 Transitions Tenet Score: **N/A**

Your Transitions Tenet Rating Adjustment: **0**



Educational Opportunities Tenet - Chronic Absenteeism

Note: A chronically absent student is defined as any student absent for 10% or more of the days they were enrolled

	2021-2022	Baseline	
# of Eligible Students	145	145	
# Chronically Absent	13	13	
Rate	8.97%	8.97%	
Target Rate for 2024-2025:	7.62%		15% reduction
Current Year # of Eligible Students		135	
Current Year # Chronically Absent		6	
Rate		4.44%	
Difference from Target Rate		+3.18%	

This indicator's score is determined by comparing the rate of students who are chronically absent in the current year against a target rate. The target rate of 7.62% is found by calculating the 2021-2022 baseline rate of 8.97% and reducing it by 5% per year. The actual chronic absenteeism rate for this year is 4.44% which is 3.18% better than the target rate.

Educational Opportunities Tenet - Progress Towards English Language Proficiency

	Total	
# of Eligible English Learners	0	
# On Track	0	
# Making Partial Progress	0	(count as a half point in the rate calculation)
Rate	N/A*	

* Due to having less than 10 eligible English Learners with a baseline ELPA21 assessment to compare against, this indicator will not be included in this tenet's score

Educational Opportunities Tenet Rating Adjustment

Indicator	Score	Standardized Score	Weight	Weighted Score	Standardized Score x Weight / Total Weight
Chronic Absenteeism	3.18	0.37	0.50	0.37	

English Learner Progress	N/A	N/A	0	N/A
Total			0.50	0.37

Standardized scores are created using a z-score method based on the mean of all eligible scores for the indicator statewide

Your 2024-2025 Tenet Score: **0.37**

Applicable Cut Score for This Elementary School: Tenet Score \leq 1.0

Your Tenet Rating Adjustment: **0**

The rules for the Educational Opportunities and Access tenet allow for an upward adjustment to your classification rating, or for no adjustment to take place. Your overall tenet score of 0.37 is at or below the cut score of 1.00, so this results in no adjustment to your classification rating.



Student Achievement and Growth Tenet - Growth

	ELA	Math	Total
# of Eligible Students	47	47	94
# of Students Showing Growth	34	30	64
	Growth Percentage		68.09%

Student Achievement and Growth Tenet - Non-Proficiency

	2022-2023	2023-2024	2024-2025
# of Eligible ELA & Math Assessments	150	142	136
# of Non-Proficient Scores	50	54	51
% Non-Proficient	33.33%	38.03%	37.50%

Number of School Years Available for Trendline: 3

Non-Proficiency Trendline Slope: **2.08** (lower is better)

Your Non-Proficiency trendline indicates that over the last 3 years, the percentage of ELA and Math assessments scored as non-proficient has been increasing.

Student Achievement and Growth Tenet - Science Proficiency

	Total
# of Eligible Assessments	25
# of Proficient Assessments	22
% Proficient	88.00%

Student Achievement and Growth Tenet Rating Adjustment

Indicator	Score	Standardized Score	Weight	Weighted Score	<i>Standardized Score x Weight / Total Weight</i>
Growth	68.09	0.07	0.65	0.05	
Non-Proficiency	2.08	-0.70	0.25	-0.17	

Science Status	88.00	0.35	0.10	0.04
Total			1.00	-0.09

Standardized scores are created using a z-score method based on the mean of all eligible scores for the indicator statewide

Your 2024-2025 Student Achievement & Growth Tenet Score: **-0.09**

Applicable Cut Score for This Elementary School: Tenet Score < 1.0

Your Tenet Rating Adjustment: **0**

The rules for the Student Achievement and Growth tenet allow for an upward adjustment to your classification rating, or for no adjustment to take place. Your overall tenet score of -0.09 is below the cut score of 1.00, so this results in no adjustment to your classification rating.



Positive Partnerships, Relationships, and Success Tenet - Student Discipline

	Total	
# of Eligible Students	142	
# Students Not Suspended or Expelled	141	<i>(no out-of-school suspension or expulsion)</i>
Rate	99.30%	

Positive Partnerships, Relationships, and Success Tenet Rating Adjustment

Indicator	Score	Weight	Weighted Score	<i>Score x Weight / Total Weight</i>
Student Discipline	99.30	1.00	99.30	
Total		1.00	99.30	

Your 2024-2025 Tenet Score: **99.30**

Your Tenet Rating Adjustment: **N/A**

No indicators in the Positive Partnerships, Relationships, and Success tenet are currently being used to adjust the classification rating, the data is presented here for review purposes.

AQuESTT Classification Details Report 2025

ELEMENTARY SCH AT VALPARAISO [55-0161-003]

Elementary School Rating

Classification - Summary

Status: 3

Participation: No Adjustment

Tenet Adjustments

Positive Partnerships, Relationships, and Success: N/A

Transitions: N/A

Educational Opportunities and Access: 0 (0 or +1)

Postsecondary, Career, and Civic Ready: N/A

Student Achievement and Growth: 0 (0 or +1)

Educator Effectiveness: N/A

Final Classification:

3 Great

Ratings Last Updated: 10-09-2025

ELEMENTARY SCH AT VALPARAISO [55-0161-003]

Elementary School Rating

Comprehensive Support and Improvement (CSI)

A school can be designated as CSI if it receives Title I funding and the scores at the school pass through all three stages of the designation filter, or if the school has a 4-year cohort graduation rate less than 67%. Please see <https://aquestt.com/resources/> for additional details of the CSI rules. Districts are not eligible for CSI.

Furthest Progress in CSI Designation: Stage 0

Stage 0:	All schools with Schoolwide or Targeted Title I programs in the classification school year
Stage 1:	Title I elementary/middle schools with scores in the lowest quartile of either the Status or English Learner Progress indicators
Stage 2:	Stage 1 schools with scores in the lowest quartile of either the Growth, or Non-Proficiency indicators
Stage 3:	Stage 2 schools with the lowest combined score of Chronic Absenteeism and Science Status

ELEMENTARY SCH AT VALPARAISO [55-0161-003]

Elementary School Rating

Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI)

TSI and ATSI designations are made using the same metrics as CSI, but for groups of students within a school as opposed to the entire school. TSI student groups are designated by comparing against the lowest quartile of Title I school scores, while ATSI student groups are compared against the highest scores of the schools designated as CSI. Please see <https://aquestt.com/resources/> for additional details of the TSI and ATSI rules. Districts are not eligible for TSI/ATSI.

Student Group	TSI/ATSI Status	Designation Year
English Learners	Too few students	

Economically Disadvantaged	Not TSI/ATSI	
American Indian or Alaska Native	Too few students	
Asian	Too few students	
Black or African American	Too few students	
Hispanic	Too few students	
Two Or More Races	Too few students	
Native Hawaiian or Other Pacific Islander	Too few students	
White	Not TSI/ATSI	
Students with Disabilities	Too few students	

For more information on Classifications, TSI/ATSI and CSI, please see <https://aquestt.com/resources/>

Classification - Status Indicator

	ELA	Math	Total
# of Eligible Assessments	70	70	140
# of Proficient Assessments	44	56	100
	% Proficient		71.43%

Your 2024-2025 Status Score: **71.43%**

Applicable Cut Score for this Elementary School: Status Score \geq 60 but $<$ 75

Your Status Rating: **3**

Classification - Participation Indicator

	ELA	Math	Science	Total
# of Eligible Students	70	70	21	161
# of Participating Students	70	70	21	161
	% Participating			100.00%

Your 2024-2025 Participation Score: **100.00%**

Your Participation Rating Adjustment: **0**



Transitions Tenet - 4 Year Graduation Indicator

Note: graduation data is lagged by a year compared to other accountability data, 2023-2024 is the most recent data used in both graduation indicators.

	Total
# of Eligible Cohort Members	N/A
# of Cohort Graduates	N/A
Cohort 4-Year Graduation Rate	N/A

Transitions Tenet - Extended 7 Year Graduation Indicator

	Total
# of Eligible Cohort Members	N/A
# of Cohort Graduates	N/A
Cohort 7-Year Graduation Rate	N/A

Transitions Tenet Rating

Indicator	Score	Weight	Weighted Score	<i>Score x Weight / Total Weight</i>
4 Year Graduation	N/A	0	N/A	
Extended 7 Year Graduation	N/A	0	N/A	
Total		0.00	N/A	

Your 2024-2025 Transitions Tenet Score: **N/A**

Your Transitions Tenet Rating Adjustment: **0**



Educational Opportunities Tenet - Chronic Absenteeism

Note: A chronically absent student is defined as any student absent for 10% or more of the days they were enrolled

	2021-2022	Baseline	
# of Eligible Students	143	143	
# Chronically Absent	16	16	
Rate	11.19%	11.19%	
Target Rate for 2024-2025:	9.51%		15% reduction
Current Year # of Eligible Students		150	
Current Year # Chronically Absent		14	
Rate		9.33%	
Difference from Target Rate		+0.18%	

This indicator's score is determined by comparing the rate of students who are chronically absent in the current year against a target rate. The target rate of 9.51% is found by calculating the 2021-2022 baseline rate of 11.19% and reducing it by 5% per year. The actual chronic absenteeism rate for this year is 9.33% which is 0.18% better than the target rate.

Educational Opportunities Tenet - Progress Towards English Language Proficiency

	Total	
# of Eligible English Learners	1	
# On Track	1	
# Making Partial Progress	0	(count as a half point in the rate calculation)
Rate	N/A*	

* Due to having less than 10 eligible English Learners with a baseline ELPA21 assessment to compare against, this indicator will not be included in this tenet's score

Educational Opportunities Tenet Rating Adjustment

Indicator	Score	Standardized Score	Weight	Weighted Score	Standardized Score x Weight / Total Weight
Chronic Absenteeism	0.18	-0.19	0.50	-0.19	

English Learner Progress	N/A	N/A	0	N/A
Total			0.50	-0.19

Standardized scores are created using a z-score method based on the mean of all eligible scores for the indicator statewide

Your 2024-2025 Tenet Score: **-0.19**

Applicable Cut Score for This Elementary School: Tenet Score \leq 1.0

Your Tenet Rating Adjustment: **0**

The rules for the Educational Opportunities and Access tenet allow for an upward adjustment to your classification rating, or for no adjustment to take place. Your overall tenet score of -0.19 is at or below the cut score of 1.00, so this results in no adjustment to your classification rating.



Student Achievement and Growth Tenet - Growth

	ELA	Math	Total
# of Eligible Students	46	46	92
# of Students Showing Growth	27	36	63
	Growth Percentage		68.48%

Student Achievement and Growth Tenet - Non-Proficiency

	2022-2023	2023-2024	2024-2025
# of Eligible ELA & Math Assessments	130	138	140
# of Non-Proficient Scores	29	38	40
% Non-Proficient	22.31%	27.54%	28.57%

Number of School Years Available for Trendline: 3

Non-Proficiency Trendline Slope: **3.13** (lower is better)

Your Non-Proficiency trendline indicates that over the last 3 years, the percentage of ELA and Math assessments scored as non-proficient has been increasing.

Student Achievement and Growth Tenet - Science Proficiency

	Total
# of Eligible Assessments	21
# of Proficient Assessments	20
% Proficient	95.24%

Student Achievement and Growth Tenet Rating Adjustment

Indicator	Score	Standardized Score	Weight	Weighted Score	<i>Standardized Score x Weight / Total Weight</i>
Growth	68.48	0.12	0.65	0.08	
Non-Proficiency	3.13	-0.98	0.25	-0.24	

Science Status	95.24	0.93	0.10	0.09
Total			1.00	-0.07

Standardized scores are created using a z-score method based on the mean of all eligible scores for the indicator statewide

Your 2024-2025 Student Achievement & Growth Tenet Score: **-0.07**

Applicable Cut Score for This Elementary School: Tenet Score < 1.0

Your Tenet Rating Adjustment: **0**

The rules for the Student Achievement and Growth tenet allow for an upward adjustment to your classification rating, or for no adjustment to take place. Your overall tenet score of -0.07 is below the cut score of 1.00, so this results in no adjustment to your classification rating.



Positive Partnerships, Relationships, and Success Tenet - Student Discipline

	Total	
# of Eligible Students	161	
# Students Not Suspended or Expelled	161	<i>(no out-of-school suspension or expulsion)</i>
Rate	100.00%	

Positive Partnerships, Relationships, and Success Tenet Rating Adjustment

Indicator	Score	Weight	Weighted Score	<i>Score x Weight / Total Weight</i>
Student Discipline	100.00	1.00	100.00	
Total		1.00	100.00	

Your 2024-2025 Tenet Score: **100.00**

Your Tenet Rating Adjustment: **N/A**

No indicators in the Positive Partnerships, Relationships, and Success tenet are currently being used to adjust the classification rating, the data is presented here for review purposes.

AQuESTT Classification Details Report 2025

MIDDLE SCHOOL [55-0161-004]

Middle School Rating

Classification - Summary

Status: 3

Participation: No Adjustment

Tenet Adjustments

Positive Partnerships, Relationships, and Success: N/A

Transitions: N/A

Educational Opportunities and Access: 0 (0 or +1)

Postsecondary, Career, and Civic Ready: N/A

Student Achievement and Growth: 0 (0 or +1)

Educator Effectiveness: N/A

Final Classification:

3 Great

Ratings Last Updated: 10-09-2025

MIDDLE SCHOOL [55-0161-004]

Middle School Rating

Comprehensive Support and Improvement (CSI)

A school can be designated as CSI if it receives Title I funding and the scores at the school pass through all three stages of the designation filter, or if the school has a 4-year cohort graduation rate less than 67%. Please see <https://aquestt.com/resources/> for additional details of the CSI rules. Districts are not eligible for CSI.

Furthest Progress in CSI Designation: None (no Schoolwide or Targeted Title I program or not enough students)

MIDDLE SCHOOL [55-0161-004]

Middle School Rating

Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI)

TSI and ATSI designations are made using the same metrics as CSI, but for groups of students within a school as opposed to the entire school. TSI student groups are designated by comparing against the lowest quartile of Title I school scores, while ATSI student groups are compared against the highest scores of the schools designated as CSI. Please see <https://aquestt.com/resources/> for additional details of the TSI and ATSI rules. Districts are not eligible for TSI/ATSI.

Student Group	TSI/ATSI Status	Designation Year
English Learners	Too few students	
Economically Disadvantaged	Not TSI/ATSI	
American Indian or Alaska Native	Too few students	
Asian	Too few students	

Black or African American	Too few students	
Hispanic	Too few students	
Two Or More Races	Too few students	
Native Hawaiian or Other Pacific Islander	Too few students	
White	Not TSI/ATSI	
Students with Disabilities	Not TSI/ATSI	

For more information on Classifications, TSI/ATSI and CSI, please see <https://aquestt.com/resources/>

Classification - Status Indicator

	ELA	Math	Total
# of Eligible Assessments	153	153	306
# of Proficient Assessments	101	97	198
	% Proficient		64.71%

Your 2024-2025 Status Score: **64.71%**

Applicable Cut Score for this Middle School: Status Score \geq 60 but $<$ 73

Your Status Rating: **3**

Classification - Participation Indicator

	ELA	Math	Science	Total
# of Eligible Students	157	157	49	363
# of Participating Students	157	157	49	363
	% Participating			100.00%

Your 2024-2025 Participation Score: **100.00%**

Your Participation Rating Adjustment: **0**



Transitions Tenet - 4 Year Graduation Indicator

Note: graduation data is lagged by a year compared to other accountability data, 2023-2024 is the most recent data used in both graduation indicators.

	Total
# of Eligible Cohort Members	N/A
# of Cohort Graduates	N/A
Cohort 4-Year Graduation Rate	N/A

Transitions Tenet - Extended 7 Year Graduation Indicator

	Total
# of Eligible Cohort Members	N/A
# of Cohort Graduates	N/A
Cohort 7-Year Graduation Rate	N/A

Transitions Tenet Rating

Indicator	Score	Weight	Weighted Score	<i>Score x Weight / Total Weight</i>
4 Year Graduation	N/A	0	N/A	
Extended 7 Year Graduation	N/A	0	N/A	
Total		0.00	N/A	

Your 2024-2025 Transitions Tenet Score: **N/A**

Your Transitions Tenet Rating Adjustment: **0**



Educational Opportunities Tenet - Chronic Absenteeism

Note: A chronically absent student is defined as any student absent for 10% or more of the days they were enrolled

	2021-2022	Baseline	
# of Eligible Students	62	62	
# Chronically Absent	12	12	
Rate	19.35%	19.35%	
Target Rate for 2024-2025:	16.45%		15% reduction
Current Year # of Eligible Students		160	
Current Year # Chronically Absent		14	
Rate		8.75%	
Difference from Target Rate		+7.70%	

This indicator's score is determined by comparing the rate of students who are chronically absent in the current year against a target rate. The target rate of 16.45% is found by calculating the 2021-2022 baseline rate of 19.35% and reducing it by 5% per year. The actual chronic absenteeism rate for this year is 8.75% which is 7.70% better than the target rate.

Educational Opportunities Tenet - Progress Towards English Language Proficiency

	Total	
# of Eligible English Learners	0	
# On Track	0	
# Making Partial Progress	0	(count as a half point in the rate calculation)
Rate	N/A*	

* Due to having less than 10 eligible English Learners with a baseline ELPA21 assessment to compare against, this indicator will not be included in this tenet's score

Educational Opportunities Tenet Rating Adjustment

Indicator	Score	Standardized Score	Weight	Weighted Score	Standardized Score x Weight / Total Weight
Chronic Absenteeism	7.70	0.89	0.50	0.89	

English Learner Progress	N/A	N/A	0	N/A
Total			0.50	0.89

Standardized scores are created using a z-score method based on the mean of all eligible scores for the indicator statewide

Your 2024-2025 Tenet Score: **0.89**

Applicable Cut Score for This Middle School: Tenet Score \leq 1.0

Your Tenet Rating Adjustment: **0**

The rules for the Educational Opportunities and Access tenet allow for an upward adjustment to your classification rating, or for no adjustment to take place. Your overall tenet score of 0.89 is at or below the cut score of 1.00, so this results in no adjustment to your classification rating.



MIDDLE SCHOOL [55-0161-004]

Middle School Rating

Student Achievement and Growth Tenet - Growth

	ELA	Math	Total
# of Eligible Students	139	139	278
# of Students Showing Growth	86	65	151
	Growth Percentage		54.32%

MIDDLE SCHOOL [55-0161-004]

Middle School Rating

Student Achievement and Growth Tenet - Non-Proficiency

	2022-2023	2023-2024	2024-2025
# of Eligible ELA & Math Assessments	0*	0*	306
# of Non-Proficient Scores	0*	0*	108
% Non-Proficient	40.03%	36.57%	35.29%

* Due to having less than 10 eligible students for this year, the district score is substituted for the school's data

Number of School Years Available for Trendline: 3

Non-Proficiency Trendline Slope: **-2.37** (lower is better)

Your Non-Proficiency trendline indicates that over the last 3 years, the percentage of ELA and Math assessments scored as non-proficient has been decreasing.

MIDDLE SCHOOL [55-0161-004]

Middle School Rating

Student Achievement and Growth Tenet - Science Proficiency

	Total
# of Eligible Assessments	46
# of Proficient Assessments	38
% Proficient	82.61%

MIDDLE SCHOOL [55-0161-004]

Middle School Rating

Student Achievement and Growth Tenet Rating Adjustment

Indicator	Score	Standardized Score	Weight	Weighted Score	Standardized Score x Weight / Total Weight
Growth	54.32	-0.64	0.65	-0.42	

Non-Proficiency	-2.37	0.63	0.25	0.16
Science Status	82.61	0.12	0.10	0.01
Total			1.00	-0.25

Standardized scores are created using a z-score method based on the mean of all eligible scores for the indicator statewide

Your 2024-2025 Student Achievement & Growth Tenet Score: **-0.25**

Applicable Cut Score for This Middle School: Tenet Score < 1.0

Your Tenet Rating Adjustment: **0**

The rules for the Student Achievement and Growth tenet allow for an upward adjustment to your classification rating, or for no adjustment to take place. Your overall tenet score of -0.25 is below the cut score of 1.00, so this results in no adjustment to your classification rating.



MIDDLE SCHOOL [55-0161-004]

Middle School Rating

Positive Partnerships, Relationships, and Success Tenet - Student Discipline

	Total	
# of Eligible Students	162	
# Students Not Suspended or Expelled	157	<i>(no out-of-school suspension or expulsion)</i>
Rate	96.91%	

MIDDLE SCHOOL [55-0161-004]

Middle School Rating

Positive Partnerships, Relationships, and Success Tenet Rating Adjustment

Indicator	Score	Weight	Weighted Score	<i>Score x Weight / Total Weight</i>
Student Discipline	96.91	1.00	96.91	
Total		1.00	96.91	

Your 2024-2025 Tenet Score: **96.91**

Your Tenet Rating Adjustment: **N/A**

No indicators in the Positive Partnerships, Relationships, and Success tenet are currently being used to adjust the classification rating, the data is presented here for review purposes.

Raymond Central
AQuESTT Classification
Report
2024-25 School Year

December 10, 2025

Status Ranges

- Status: The first step in calculating the classification rating is to assign a level to the Status indicator score. The Status indicator score is based on the percentage of eligible students who scored On-Track or higher in the current year's statewide Math and English Language Arts assessments. The Status indicator score for each school and district will be compared against these thresholds (according to its type) to place it into one of four levels:

Level	District Status Score Ranges	Elementary Status Score Ranges	Middle School Status Score Ranges	High School Status Score Ranges
4	Greater Than or Equal to 70%	Greater Than or Equal to 75%	Greater Than or Equal to 73%	Greater Than or Equal to 61%
3	60% - 70%	60% - 74%	60% - 72%	40% - 60%
2	45% - 59%	35% - 59%	40% - 59%	26% - 39%
1	Less Than 45%	Less Than 35%	Less Than 30%	Less Than 26%

Educational Opportunities and Access

The Chronic Absenteeism Reduction indicator is defined as the difference between the target rate and the current year chronic absenteeism rate. The target rate is calculated based on the goal of reducing chronic absenteeism rates by 50% over 10 years.

The Progress toward English Language Proficiency indicator is defined as the percentage of English Learner students in a school/district who are on track in their progress toward English language proficiency, measured by the state ELP assessment (ELPA21/ALT-ELPA).

Transitions and Positive Partnerships, Relationships, and Success

For each district/high school, the 4-year and Extended (7-year) Graduation Rates from the previous year are used to define two separate indicators. They are combined 4-year and Extended Graduation Rates combined at 51% and 49%, respectively, to create the combined graduation rate score. The school year used for Graduation data lags one year behind other accountability data.

The Student Discipline Rate is defined as the unduplicated percent of students who did not receive an out-of-school suspension or expulsion is used to determine the student discipline indicator for each school/district.

Student Achievement and Growth- Participation

- The Student Growth indicator is the percentage of NSCAS/NSCAS-Alt assessment scores within a school or district that showed an increase compared to the same individual's score in the previous year within the same subject area. Each individual student may be counted up to two times in the Growth percentage, once for Math and once for ELA. Only ELA and Math assessments are used in Growth rate calculations, since Science assessments are not taken in consecutive grades.
- The Non-Proficiency Reduction indicator is defined as the slope of a line that represents the trend in the rate of non-proficient statewide assessments over recent years. The non-proficient rate is calculated by dividing the number of eligible ELA/Math assessments with scores in the lowest performance range by the total number of eligible ELA/Math assessments. The goal is a negative slope value (fewer non-proficient tests).
- The Science Proficiency indicator is defined by the percentage of eligible statewide assessments scored at a proficient level or above when compared to school's/district's total valid NSCAS/NSCAS-Alt/ NSCAS-ACT Science assessments.
- The participation rate of students in the statewide assessment has a special adjustment that is outside of any of the six tenets. This score is based on the percentage of eligible students that completed a statewide assessment

Final Classification

- Each school and district receives a classification that is based on the Status indicator as well as any adjustments or limitations. This classification is represented as a number: 1, 2, 3, or 4. The next step in the classification process is to apply any Tenet rating adjustments to the Status level.
- Negative adjustments will not be applied for the 2024-2025 school year.
- While applying adjustments the classification is temporarily allowed to go above level 4.
- If the rating is higher than 4 after the adjustment calculations, it will be reset to 4.
- The numeric classification for schools/districts are:
 - 4 = Excellent
 - 3 = Great
 - 2 = Good
 - 1 = Needs Support to Improve

District Overall Rating - Great

	2024	2025
Math/ELA Proficiency	63.43%	62.32
4 Year Graduation Rate	93.75%	93.75%
7 Year Graduation Rate	100%	100%
Chronic Absenteeism	12.52%	10.93%
Growth	62.37%	59.91%
Positive Partnerships	98.76%	99.46%
Participation	100%	99.65%

High School Overall Rating- Good

	2024	2025
Math/ELA Proficiency	45.97%	43.25%
Science Proficiency	54.84%	46.30%
4 Year Graduation Rate	93.75%	93.75%
7 Year Graduation Rate	100%	100%
Chronic Absenteeism	20.24%	17.01%
Positive Partnerships	100%	98.85%
Participation	100%	98.18%

Junior High Overall Rating- Great

	2024	2025
Math/ELA Proficiency	58.26%	64.71%
Science Proficiency	52.46%	82.61%
Chronic Absenteeism	10.81%	7.70%
Growth	59.62%	54.32%
Positive Partnerships	100%	96.91%
Participation	100%	100%

Ceresco Overall Rating- Great

	2024	2025
Math/ELA Proficiency	58.26%	64.71%
Science Proficiency	52.46%	82.61%
Chronic Absenteeism	10.81%	7.70%
Growth	59.62%	54.32%
Positive Partnerships	100%	96.91%
Participation	100%	100%

Valparaiso Overall Rating- Great

	2024	2025
Math/ELA Proficiency	72.46%	71.43%
Science Proficiency	90%	95.24%
Chronic Absenteeism	9.68%	9.33%
Growth	55%	68.48%
Positive Partnerships	98.16%	100%
Participation	100%	100%

Next Steps- How Do We Improve

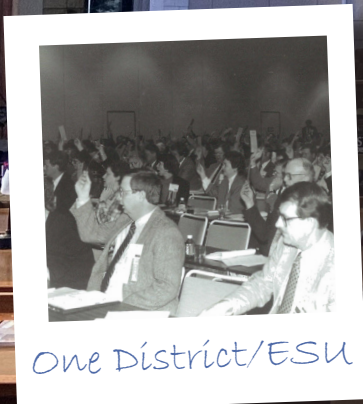
- Aligning Curriculum
- Implementation of High-Quality Resources.
- Professional Development- Science of Learning
- Addressing Rigor
- Analyzing Data- Using Data To Drive Instructional Decisions
- Maximizing Instructional Time
- Refining the MTSS Process at Secondary Level to Meet Student Needs
- Early Intervention With Absentee Concerns
- Mentoring Check In Check Out Systems
- Arrive and Court Intervention

6.2. NDE Conference Update

2025

Delegate Handout

For the November 21, 2025
NASB Delegate Assembly



Proposed Changes to NASB's Bylaws
and Standing Positions
at the 2025 Delegate Assembly

NASB DELEGATE ASSEMBLY - NOVEMBER 21, 2025 - 8:00 AM CT - OMAHA

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The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans.



IN PREPARATION FOR THE 2025 DELEGATE ASSEMBLY

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BRING THIS HANDOUT WITH YOU TO THE DELEGATE ASSEMBLY



This Advocacy Handout lists all items to be considered at the Delegate Assembly, which will shape NASB's 2026 legislative and leadership agenda.

Underlines (add to) and ~~strike-throughs~~ (delete) are added when a current position is proposed for amendment. Items without any marks are either new submissions or proposed to continue unchanged.

The Delegate Assembly will be held on November 21, in conjunction with the State Education Conference in downtown Omaha, and begins at 8:00 AM CT to allow delegates to attend other sessions on Friday morning, beginning at 9:30 AM CT. The enclosed positions will be presented to the Assembly. If there are no objections or amendments to a given item, the proposal will automatically become a position of the Association. Amendments or motions to kill proposals require a motion that is supported by a two-thirds vote of the Assembly. There will be a vote on the proposals only when a change is desired, or an attempt is made to kill a particular proposal. Please consult the "Rules of Procedure" in the back of this Handout.

AGENDA

FRIDAY, NOVEMBER 21

7:00 TO 8:00 AM - DELEGATE SIGN-IN

8:00 AM - DELEGATE ASSEMBLY

1. Report from the Credentials Committee
2. Proposed Bylaw Amendments
3. Report from the Nominating Committee*
4. Report from the Board of Directors*
5. Proposed Standing Positions
6. New Business
7. Adjournment

*if necessary



WHO IS YOUR DELEGATE?

"GOVERNMENT IS RUN BY THE PEOPLE WHO SHOW UP"

While any board member is welcome to attend the Delegate Assembly, each board should select one member to represent the district or ESU as the voting delegate prior to November 21.

**ONE DISTRICT/ESU.
ONE VOTE.**

MAKE SURE YOUR DISTRICT OR ESU VOICE IS HEARD!

If you have questions, you may reach us at 402-423-4951



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MARK YOUR CALENDARS - KEY LEGISLATIVE DATES FOR 2026

November 21, 2025	Delegate Assembly
January 7, 2026	The 109th Legislature - Second Session begins This 60-Day Session will last until mid-April
January 21, 2026	Day 10: All bills must be introduced by this date
January 25, 2026	NASB Legislation Committee Meeting - Lincoln
January 25-26, 2025	Legislative Issues Conference - Lincoln ... JOIN US!
January-February	Committee Hearings take place
Mid-February	Priority Bills are identified

*All dates subject to change.



YOUR NASB LEGISLATIVE TEAM & RESOURCES

Colby Coash - Associate Executive Director, Director of Government Relations - ccoash@NASBonline.org

Matt Belka - Director of Marketing, Communications & Advocacy - mbelka@NASBonline.org



John Spatz - Executive Director - jspatz@NASBonline.org



Lindsey Headrick - Administrative Specialist - lheadrick@NASBonline.org



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Nebraska Legislature: www.nebraskalegislature.gov

Senator Web Pages: www.nebraskalegislature.gov/senators

ADVOCACY & ENGAGEMENT - WHAT IS YOUR ROLE?

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WHAT IS YOUR ROLE?

Engaging in advocacy happens all year long.

When the legislature inserts itself into the boardroom or the classroom, lawmakers need to hear from YOU.

Advocating for LOCAL CONTROL is critical.

Here's what you can do:

STAY INFORMED - KNOW THE PROCESS - ENGAGE

STAY INFORMED

- Track the legislation that impacts your district ... Have the data that tells your story
 - Spending - Student Demographics - School Needs - Community Feedback
- Attend the Legislative Issues Conference & State Education Conference
- Get updates from NASB's Advocacy Team

KNOW THE PROCESS

- The 60-Day Session Starts Wednesday, January 7. Bill introduction is the first 10 days of the Session. Committee Hearings take place the first 30 days. Priority Bills are identified mid-February. 60-Day Session Ends around mid-April.
- Legislative Issues Conference: January 25-26 - Lincoln

ENGAGE

- Facilitate regular meetings with your representative. Engage in the process; go on record!
 - Come testify - Write a letter - Send an email
- Come to Lincoln for a Day at the Capitol
- Consider becoming one of NASB's "expert, go-to members" in an area where you can engage!



NASB CAN ASSIST YOU ... JUST ASK!

BECOME MORE ENGAGED!

In addition to the NASB Board and Legislation Committee, we have an incredible list of "Go-To" members we can tap into as needs arise. To be part of our "Bench" please fill out the QR or let us know!



DID YOU KNOW: We LIVE Here!

79% of Nebraska's 1,700 locally elected school board members serve at or within 100 miles of where they graduated ... with 51% serving IN the district they graduated from. As a school board member and community leader, you are in an excellent position to educate and influence the legislative process and are seen as a key resource on education policy for your district.



YOUR 2025 NASB LEGISLATION COMMITTEE

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THROUGH NOVEMBER 21, 2025



Committee Chair
Ed Swotek
Malcolm



NASB President
Stacy Jolley
Millard



NASB Secretary / Member 7
Suzanne Sapp
Ashland-Greenwood



Member 1
Jane Erdenberger
Omaha



Member 2
Kimara Snipes
Omaha



Member 3
Piyush Srivastav
Lincoln



Member 4
Mara Krivohlavek
Lincoln



Member 5
Marcus Madler
Papillion La Vista



Member 6
Beth Morrisette
Westside



Member 8
Amanda McGill Johnson
Millard



Member 9
Drew Blessing
Kearney



Member 10
Marla Grier
South Sioux City



Member 11
Doug Keener
Mitchell



Member 12
Gary Kubicek
Norris



Member 13
Steve Blocher
West Point



Member 14
Erick Lee
Arapahoe-Hollbrook



Member 15
Jayson Bishop
Perkins County



Member 16
Mary Yilk
ESU 9



Appointed Member
Lisa Albers
Grand Island



Appointed Member
Skip Altig
North Platte



Appointed Member
Patti Gubbels
Norfolk



Appointed Member
Mike Palmer
Sidney



Appointed Member
Jason Richters
Centennial



Appointed Member
Dan Scheer
St. Paul



Appointed Member
Jeremy Shuey
Plattsmouth



Appointed Member
Brad Wilkins
Ainsworth

Term Ends 2025 for Appointed Members

Term Ends 2026 For Odd # Members

Term Ends 2028 For Even # Members

BYLAWS RELATING TO THE 2025 DELEGATE ASSEMBLY

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ARTICLE XIII - DELEGATE ASSEMBLY

- §1. The Delegate Assembly shall be convened at least once annually; the date and location shall be determined by the Board of Directors and announced at least thirty (30) days prior to the Delegate Assembly.
- §2. The Delegate Assembly shall receive, consider, and act upon legislative resolution and position statement proposals submitted to it by the Board of Directors. Any such proposal may be amended by action of the Delegate Assembly. No such proposal shall be amended or rejected except on an affirmative vote of two-thirds of the delegates present and voting. No legislative resolution or position statement proposal, which has not been approved by the Legislation Committee, shall be adopted except on an affirmative vote of two-thirds of the delegates present and voting. Legislative position statements shall remain in effect until repealed or amended. Legislative resolutions shall be in effect for one year.
- §3. The Delegate Assembly shall elect three members of the Nominating Committee and four at-large members of the Board of Directors of the Association as directed by these Bylaws. The Delegate Assembly may request to hear reports of committees of the Association; and delegate to the Board of Directors any of its powers except the adoption of amendments to the Bylaws, and the adoption of amendments to the purposes of the Association. Any motion to amend the Bylaws by a member district or ESU shall be submitted to the President of the NASB, or the CEO, at least 48 hours prior to the start of the annual Delegate Assembly. Any motion to amend the Bylaws submitted prior to 48 hours before the start of the Delegate Assembly shall be heard at the Delegate Assembly. Such motion to amend the Bylaws shall be passed upon a two-thirds majority vote of the Delegates in attendance. A motion to amend the Bylaws made by a member shall not be considered at Delegate Assembly if it is not submitted in writing to the President of the NASB or the CEO within 48 hours of the start of the annual Delegate Assembly.
- §4. The Delegate Assembly shall hold at least one in-person meeting annually, referred to as the "annual meeting", subject to the exception in §5. The Delegate Assembly may hold additional meetings on reasonable notice upon the call of the President with the concurrence of a majority of the members of the Board of Directors or on the call of at least two-thirds of the members of the Board of Directors. Additional meetings of the Delegate Assembly may be held virtually subject to the provisions in §5.
 - A. The Delegate Assembly shall consist of one voting delegate, or alternate for said voting delegate, designated by each active member board.
 1. A voting delegate, or alternate in that delegate's absence, shall be a bona fide member of a member board and shall not be an employee of that board.
 2. Each active member board shall designate one of its members as a voting delegate prior to each meeting of the Delegate Assembly. Alternates may also be designated but shall not have voting rights except in the event of the absence of the delegate.
 3. Voting rights of delegates, or alternates, shall be contingent upon payment of current annual dues by the member boards they represent.
 - B. The Delegate Assembly shall adopt rules of procedure for the conduct of the Delegate Assembly.
 - C. A quorum of the Delegate Assembly shall consist of the delegates attending the Delegate Assembly from school boards and ESUs in good standing for in-person meetings.
 - D. A voting delegate shall have the right to one vote on any question placed before any session of the Delegate Assembly if present at the session at the time the vote is taken.
 1. All votes shall be cast in person by the delegate (or alternate in that delegate's absence).
 2. No vote shall be cast by proxy.
 - E. Members of the Board of Directors of NASB and voting delegates shall have the right of expression in meetings of the Delegate Assembly.
 - F. Resolutions, which are legislative action items of current needs or problems to be considered by the Delegate Assembly, shall be formulated by the Legislation Committee at least 90 days prior to the annual Delegate Assembly.
 1. Legislative resolutions may be submitted by member boards or by any director of the Association to the Legislation Committee.
 2. The Committee shall receive, consider, and act upon legislative resolution and position statement proposals submitted to it by member boards, staff, officers, and directors.
 3. The legislative resolution and standing position proposals approved by the Committee and amended or not rejected by the Board of Directors, shall be distributed to the membership at least 35 days prior to the annual meeting of the Delegate Assembly.

CONTINUED ON PAGE 7

BYLAWS RELATING TO THE 2025 DELEGATE ASSEMBLY

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ARTICLE XIII - DELEGATE ASSEMBLY (CONTINUED)

- §5. The Delegate Assembly may meet virtually.
- A. The annual meeting of the Delegate Assembly may meet by virtual means if two-thirds of the NASB Board of Directors votes it is necessary to protect the health and safety of the membership.
 - 1. A quorum for a virtual annual Delegate Assembly shall be fifty (50) member school districts participating.
 - 2. Reasonable arrangements need to be made to accommodate the memberships right to participate.
 - 3. All member school districts and ESUs shall be provided a link to the virtual meeting and instructions on how to participate in the meeting and vote.
 - 4. The virtual annual meeting shall be recorded by audio/visual means.
 - B. The NASB may convene additional meetings of the Delegate Assembly virtually subject to the following provisions:
 - 1. A quorum for a virtual Delegate Assembly shall be fifty (50) member school districts participating.
 - 2. Reasonable arrangements need to be made to accommodate the memberships right to participate.
 - 3. All member school districts and ESUs shall be provided a link to the virtual meeting and instructions on how to participate in the meeting and vote.
 - 4. The virtual Delegate Assembly shall be recorded by audio/visual means.

The Nebraska Association of School Boards is the only state organization created by school board members to represent the interests of school board members.

Your Association's legislative agenda is initiated each year with the submission of local board proposals.

The NASB Legislation Committee reviews all proposals, and then submits its recommendations to the NASB Board of Directors.

The Board can then review and amend the submissions before presenting them to the NASB Delegate Assembly.

The Delegate Assembly gives each member school district a voice in shaping the agenda of NASB.

Standing Positions remain in effect until they are repealed by the Assembly.

WHAT DOES THIS REPRESENT?

The narrative you read inside the pages of this book represent a set of belief statements which guide NASB's government relations efforts. These words guide our lobbying efforts at the State Capitol, with the State Board of Education, as well as with our representatives in Washington, D.C.

While this work characterizes an effort to describe an issue or condition to be addressed, rarely is a bill written in such plain language. Legislative bills are a blend of several ideas (or perhaps a promising idea and a substantial price tag). NASB determines its stance on a bill with the Legislation Committee who offers guidance taking into consideration the technical and political aspects of a bill needed to navigate the turbulent amendment process.

YOUR PROPOSED NASB BYLAW AMENDMENTS

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Recommended changes to Bylaws would become effective November 2026 if passed.

SUMMARY OF BYLAW CHANGES SHOULD THEY PASS

- At-Large Board Members:
 - The NASB Nominating Committee shall vet and vote on sending two names to the NASB Board of Directors (BOD) to be appointed for a two-year term prior to August 1st each year.
 - At the August board meeting, the BOD shall vote to appoint two members as at-large board members. Terms shall begin at the end of November's Delegate Assembly.
- ESUs shall have one designated seat on the BOD. First term shall begin after the Delegate Assembly in 2026.
- The four Officers will be elected by the BOD, after Delegate Assembly each year.
- The President shall appoint three members of the NASB Executive Committee annually. The appointments shall be approved by BOD.
- The President will fill any vacancy in the Executive Committee.
- A vacancy in an Officer position shall be filled by BOD.
- The Secretary shall appoint all members of the Nominating Committee to be approved by the BOD.
- The Treasurer shall appoint all members of the Audit Committee to be approved by the BOD.
- Nominating Committee:
 - Consists of four members of the BOD and three at-large members.
 - Shall fill vacancies in BOD.
 - Vacancies in the Nominating Committee shall be filled by Secretary.
- Legislation Committee:
 - Some clean-up language to recognize that there are 16 elected or district appointed committee seats.
 - Eliminates "Alternate" members.
 - Vice President will fill any vacancy.

ARTICLE IV - ORGANIZATION

§3. Each NASB Region shall elect a region director who shall also serve as a member of the NASB Board of Directors. The region director shall be elected for a four-year term or until a successor is elected, said term to begin at the close of the Delegate Assembly.

A. Each candidate for region director shall be nominated by a member board of that region by means of a nomination form. That form shall be distributed to the incumbent directors in eligible regions no later than 30 days prior to mailing of the form to all member boards in that region. An incumbent director shall not be nominated unless his or her form has been returned to the NASB office prior to the mailing of the form to all member boards in that region. Nominations of other candidates for the position of region director must be returned to the NASB office by a date determined by the Association. A school board member shall not be eligible to serve if their school district currently has a member on the Board of Directors.

B. Each region director shall be elected by the member boards of that region by means of a ballot or electronic balloting system. Such ballot shall be distributed to the member boards no later than 60 days prior to the NASB/NASA State Education Conference and returned to the NASB office at least one week prior to the NASB/NASA State Education Conference. Ballots received after the deadline will not be counted as part of the vote. If a region director or candidate is unopposed, no ballots shall be distributed to the region members. After the ballots are collected, the ballots will be forwarded to the chair of the Nominating Committee.

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C. Each member school district board or any two boards, that for two consecutive school years prior to the U.S. Census, has had at least 5 percent of the total state average daily membership (ADM) shall be entitled to a position on the Board of Directors as an NASB Region, for each full 5 percent, pending approval of the board of directors and the Delegate Assembly. If the school district's ADM falls below 5 percent of the total state ADM for two consecutive school years, then the school district's position on the board shall end with the expiration of the current representative's term. For those district(s) outlined above, the region director shall be appointed by the member board(s) of that district(s).

D. Beginning at the conclusion of the 2018 delegate assembly, all directors representing even numbered regions, including those elected in 2018, shall serve a four-year term starting at the conclusion of the 2018 delegate assembly, and even-numbered regions will elect directors every four years thereafter. All directors representing odd numbered regions, including those elected in 2018, shall serve a two-year term starting at the conclusion of the 2018 delegate assembly, and odd-numbered regions will elect directors in 2020 and every four years thereafter.

E. Each active member board within that NASB Region is entitled to one vote for the position of region director.

F. Votes for the position of region director shall be cast on the official ballot or electronic ballot.

G. A plurality shall elect.

H. If a tie vote exists, the Nominating Committee Chairman shall break the tie ~~by draw of lots.~~

§ 4. The NASB Board of Directors shall appoint four at-large members to the Board of Directors.

A. The four at-large members of the Board of Directors shall serve two year-terms staggered.

B. At-large members shall have full voting privileges.

C. Each year prior to August 1, the Nominating Committee shall meet and forward names of two people to serve as at-large members to the Board of Directors.

D. A school board member shall not be eligible to serve as an at-large member of the Board of Directors if the NASB Board of Directors currently has an elected or appointed member from their school district.

E. A majority of a quorum of the Board of Directors shall vote to appoint at-large members annually prior to the Delegate Assembly.

F. The two-year term of at-large members starts immediately after Delegate Assembly. An at-large may be appointed to serve up to three consecutive terms. Upon the conclusion of three consecutive terms, a member shall not be eligible to serve as an at-large member.

§5. Beginning after Delegate Assembly in 2026, all ESUs that are current members of the NASB shall make up a region to elect one member to the Board of Directors. Each ESU board member in good standing shall be eligible to be elected by the ESUs to serve. An ESU board member shall not be eligible to serve on another region seat or for an at-large position on the Board of Directors. Each term shall be four years. The first term shall begin after Delegate Assembly in 2026.

§64 Members of the Board of Directors shall not be deemed as partners of the Association for any purpose.

YOUR PROPOSED NASB BYLAW AMENDMENTS

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ARTICLE VI - OFFICERS: ELECTION AND SUCCESSION

- §1. The officers of this Association shall be: (a) President; (b) Vice President; (c) Secretary; and (d) Treasurer.
- §2. The officers shall be elected by the Board of Directors ~~at the first meeting of the Board after January 1st of each calendar year~~ following Delegate Assembly each year. The term of the officers shall be ~~approximately one year or until the first board meeting of the Board of Directors in the next calendar year~~. A majority of the quorum shall elect the officer positions.
- §3. Each officer may serve up to three consecutive years in the same officer position. An officer that served three consecutive years in the same officer position is not eligible to run for the same officer position for one year.
- §4. To be eligible to be elected to an officer position ~~by the Board of Directors~~ a candidate ~~for an officer position shall be currently on the executive committee~~ shall be a current member of the Board of Directors.
- §5. The President shall be the chairperson of the Board of Directors and the Executive Committee. The Vice President shall be the chairperson of the Legislation Committee. The Secretary shall be the chairperson of the Nominating Committee. The Treasurer shall be the chairperson of the Audit Committee.
- §6. A vacancy in an officer position shall be filled by the Board of Directors ~~by a person on the Executive Committee~~.
- §7. The Board of Directors may develop internal procedures for the removal of an officer during a term for cause.

ARTICLE VII - DUTIES OF OFFICERS

- §1. The President shall: (a) preside at all meetings of the Association, the Board of Directors, and the Executive Committee; (b) appoint members and chairman, not established in these Bylaws, of the committees, subject to the approval of the Board of Directors; (c) create special committees and appoint members thereof as the President deems advisable or as directed by the Board of Directors; (d) appoint three members of the Board of Directors to serve on the Executive Committee; and (e) perform such other duties as custom and parliamentary usage require or which are inherent to the office.
- §2. The Vice President shall: (a) assist the President in the performance of the duties of that office; (b) perform the duties of the President if the President is absent or unable to perform the duties of the office; (c) serve as a member and chairperson of the Legislation Committee (d) appoint at-large members of the Legislation Committee and (e) perform such duties as are inherent to the position or are assigned.
- §3. The Secretary shall: (a) assist the President and the Vice President in the performance of the duties of those offices; (b) serve as chairperson of the Nominating Committee and assist in recording proceedings; (c) be responsible for all board meeting documentation including minutes, resolutions, and other relevant documents; (d) appoint members of the Nominating committee; and ~~(d)~~(e) perform such duties as are inherent to the position or are assigned.
- §4. The Treasurer shall: (a) serve as chairperson of the Audit Committee; (b) be responsible to annually submit the audit of the Association to the Board of Directors; (c) submit to the Board of Directors an annual budget from the Audit Committee for approval; (d) appoint members of the Audit Committee; and ~~(d)~~(e) perform such duties as are assigned by the President, Executive Committee, or Board of Directors.

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ARTICLE VIII - EXECUTIVE COMMITTEE

- §1. The Executive Committee shall consist of seven members of the Board of Directors made up of the four officers, and three additional members appointed by the President and approved by the Board of Directors. elected by the Nominating Committee.
- §2. Each year after Delegate Assembly, but prior to the first board meeting of the next calendar year, the Nominating Committee shall meet and elect seven members of the Board of Directors to serve on the Executive Committee. The Executive Committee members shall serve staggered two-year terms with either three or four members elected each year. After the Delegate Assembly in 2024, the Nominating Committee shall appoint three members to a one-year term and four members to a two-year term. Each year after 2024, the Nominating Committee shall elect members of the Executive Committee to two-year terms the President shall appoint three members of the Board of Directors to serve on the Executive Committee.
- §3. The Executive Committee shall meet at the call of the President or a majority of its members.
- §4. When an emergency situation arises between meetings of the Board of Directors, the Executive Committee shall advise the Executive Director and Board of Directors in determining the direction of the Association. All actions and decisions of the Executive Committee shall be subject to ratification by the Board of Directors at their next regularly scheduled meeting.
- §5. The quorum for the Executive Committee shall be the majority of its members.
- §6. The ~~Nominating Committee~~ President shall fill any vacancy in the Executive Committee.

ARTICLE IX - BOARD OF DIRECTORS

- §1. The Board of Directors shall consist of one director from each of the NASB regions, and four at-large members, and one ESU member beginning after delegate assembly in 2026.
 - a. ~~The four at-large members of the Board of Directors shall serve two-year terms staggered.~~
 - b. ~~At-large members shall have full voting privileges.~~
 - c. ~~Each year prior to October 1, the Nominating Committee shall meet and forward two names to the Delegate Assembly for election to the Board of Directors.~~
 - d. ~~Individual members of the Association in good standing may be nominated from the floor of the Delegate Assembly to run for an at-large position of the Board of Directors.~~
 - e. ~~A school board or ESU board member shall not be eligible to serve as an at-large member of the Board of Directors, if the NASB Board of Directors currently has an elected or appointed member from their school district or ESU.~~
 - f. ~~A majority of a quorum of the delegates shall elect at-large members at the Delegate Assembly.~~
 - g. ~~Prior to October 1, 2024, the Nominating Committee shall nominate two members to serve a one-year term and two members to serve a two-year term as an at-large member of the Board of Directors. Each year after 2024, the Nominating Committee shall nominate and forward two members to the Delegate Assembly annually.~~

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- §5. The Board of Directors shall: (a) implement the mission of the Association and exercise general supervision over its affairs; (b) implement policies and programs adopted by the Delegate Assembly; (c) enter into such agreements with other agencies to plan, implement, and administer projects, activities, and services designed to improve its member boards as it deems necessary; (d) elect from its ~~Executive Committee~~ officers of the Association according to Article VI of these Bylaws; (e) approve appointments to committees; (f) recommend establishment of committees; (g) review boundaries of districts and make necessary adjustments in accordance with Article IV, §1, of these Bylaws; (h) employ and evaluate a Executive Director under such terms of employment and at such salary as it may determine, to manage the affairs of the Association; (i) take action on the recommendations of the Executive Director with respect to employment, evaluation, and salary of other personnel; (j) employ an independent certified public accountant to audit the financial records of the Association and submit an annual audit report to the Board of Directors for its adoption; (k) adopt an annual budget not later than the June meeting; and (l) approve, in the name of the Association: (1) receipt and ownership of property, either real or personal, by devise, bequest, donation, purchase or otherwise; (2) holding the same, absolutely or in trust; (3) investing, reinvesting, and managing the same; and (4) applying said property and the income arising there from to the purposes of the Association.
- §9. Vacancies on the Board of Directors of elected ~~members~~ or the at-large ~~members~~ shall be filled by appointment by the ~~Nominating Committee~~ Board of Directors after notification of member boards in that region. Directors appointed to complete the term of a vacated position shall serve until the next regular election of region director in that NASB Region. Vacancies on the Board of Directors of members appointed by their own district shall be filled by the school district.

ARTICLE X - COMMITTEES

- §1. The Board of Directors or the President may create committees to carry out the business of the Association. The President shall appoint members of the board of directors ~~and/or at-large members~~ annually to each committee. The President may appoint individuals from other organizations to serve on a committee if it meets the mission of the Association.
- §2. The President shall appoint members of all committees and sub-committees except the Nominating Committee, Audit Committee, and the Legislation Committee, with the approval of the Board of Directors. Each committee shall hold a minimum of one meeting during its annual term.
- A. The Legislation Committee shall be composed of not more than 31 members. Three members shall be the President, Vice President and Secretary. The Chairperson of the Committee shall be the Vice President. The NASB Vice President shall appoint between four and eight additional at-large board members to serve a one-year term. The NASB Board of Directors must vote to approve the at-large appointments of the Vice President. ~~Sixteen~~ Twenty members shall be members of NASB school boards or ESUs and shall be elected or district appointed in accordance with the provisions contained in subsections 1 through 13 below. The Legislation Committee shall receive, consider, and act upon legislative resolution and position statement proposals submitted to it by member boards, staff, officers, and directors. Any proposal may be amended by action of the Legislation Committee, but no proposal shall advance from the Legislation Committee to the Board of Directors except on an affirmative vote of two-thirds of those members present and voting. The Legislation Committee shall also meet to provide advice, instructions, and interpretations of legislative resolutions to staff for use in legislative relations activities.
1. Student population will be used as a guide to group the ~~20~~ sixteen elected or district appointed Legislation Committee seats.
10. If a tie vote occurs, the ~~Nominating Committee Chairman~~ Vice President shall break the tie ~~by draw of lots~~.
11. Member seats 1, 2, 3, 4, 5, and 6 shall each appoint one member from each board to serve as an alternate. Each alternate will serve a four-year term.

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~~11.~~ The Vice President shall serve as Chair of the Legislation Committee.

~~12.~~ NASB member Educational Service Unit boards shall have one member of the Legislation Committee and an alternate from board members from member ESUs. The process the Educational Service Units use to elect or appoint its member and alternate shall be developed by the NASB Board of Directors.

13. If a vacancy occurs in any of the elected positions, the Vice President shall appoint a member to serve the remainder of the term after a call for nominations is sent to members of the region members. This appointment shall be approved by the Board of Directors.

14. A school board or ESU member shall not be eligible to serve on the Legislation Committee if the Committee currently has an elected or appointed member from that school district or ESU.

~~B. Nominating Committee, shall annually elect members of the Executive Committee and shall nominate individuals members to serve as at-large members of the Board of Directors to the Delegate Assembly and fill vacancies in elected positions of the Board of Directors.~~

1. The Nominating Committee shall consist of eight members. The Secretary of the Board of Directors, four members of the Board of Directors, and three at-large members shall make up the Nominating Committee.

2. The Chairperson shall be the Secretary of the Board of Directors.

3. The four members of the Board of Directors shall be appointed by the Secretary and approved by the Board of Directors serve two-year terms staggered. In August 2024, the Board of Directors shall appoint two members to serve a one-year term and two members to serve a two-year term. Terms start at the conclusion of Delegate Assembly. Each year after 2024, the Board of Directors shall appoint two members to serve a two-year term.

4. The three at-large members of the Nominating Committee shall be appointed by the Secretary and approved by the Board of Directors. elected by the Delegate Assembly. The terms of the at-large members shall be two years staggered. Annually, the Board of Directors shall forward names of members of the Association to the Delegate Assembly for election to the Nominating Committee. Individual members of the Association in good standing may be nominated from the floor of Delegate Assembly. A majority of a quorum of the Delegate Assembly shall elect members of the Nominating Committee. Prior to the Delegate Assembly in 2024, the Board of Directors shall nominate one member to serve a one-year term, and two members to serve a two-year term. Each Delegate Assembly after 2024 at-large terms shall be two years.

5. Annually, prior to August 1, the Nominating Committee shall submit nominations nominate members to serve as for at-large members to serve on of the Board of Directors. ~~to the Delegate Assembly for election to the board.~~

6. ~~The first meeting of the Nominating Committee following the 2024 Delegate Assembly, the Board of Directors shall appoint a temporary Chairperson of the Nominating Committee. Following the election of the first Secretary of the Board of Directors, the Secretary shall serve as the Chairperson.~~

~~7.6.~~ The Nominating Committee shall develop a process to fill vacancies in the Board of Directors and the Executive Committee.

~~7.~~ Vacancies in the Nominating Committee shall be filled by the Secretary Board of Directors.

8. The Nominating Committee shall develop a process for members to apply and be nominated to serve as at-large members of the Board of Directors.

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C. The Audit Committee of the Board of Directors shall be made up of five members of the Board of Directors and the Board Treasurer. The ~~President~~ Treasurer shall annually appoint between four and six members of the Board of Directors to serve on an Audit Committee.

ARTICLE XIII - DELEGATE ASSEMBLY

- §3. ~~The Delegate Assembly shall elect three members of the Nominating Committee and four at-large members of the Board of Directors of the Association as directed by these Bylaws. The Delegate Assembly may request to hear reports of committees of the Association; and delegate to the Board of Directors any of its powers except the adoption of amendments to the Bylaws, and the adoption of amendments to the purposes of the Association. Any motion to amend the Bylaws by a member district or ESU shall be submitted to the President of the NASB, or the Executive Director, at least 48 hours prior to the start of the annual Delegate Assembly. Any motion to amend the Bylaws submitted prior to 48 hours before the start of the Delegate Assembly shall be heard at the Delegate Assembly. Such motion to amend the Bylaws shall be passed upon a two-thirds majority vote of the Delegates in attendance. A motion to amend the Bylaws made by a member shall not be considered at Delegate Assembly if it is not submitted in writing to the President of the NASB or the Executive Director within 48 hours of the start of the annual Delegate Assembly.~~

Members with questions concerning the Bylaw Amendments are urged to call NASB before the Delegate Assembly.

YOUR PROPOSED NASB STANDING POSITIONS

Members with questions concerning the Standing Positions are urged to call NASB before the Delegate Assembly.

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD - CONDITIONS OF CHILDREN - CURRICULUM & INSTRUCTION

FUNDING & FINANCE - GOVERNANCE & STRUCTURE - PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS - STATE POLICY

... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 8, 2025

... AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 9, 2025

... AND PRESENTED TO THE DELEGATE ASSEMBLY ON NOVEMBER 21, 2025

Standing Positions are statements of purpose and direction which are developed and maintained over time. They are considered annually by the Delegate Assembly and remain in effect until they are actively removed.

- NEW (1) -

PS-1 - Option Enrollment

NASB supports the ability of districts to manage their student population as it relates to option enrollment taking into consideration the capacity and workforce of the district (2025)

Funding & Finance

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- REVISED (6) -

S-13 - Option Enrollment Option; Homebound Students

NASB supports legislation stating that when an option student becomes homebound, the school district in which the student resides assumes full responsibility for educating the student. (1998, amended 2016, 2025)

Rationale: Updating title to the more commonly used "Option Enrollment" vs "Enrollment Option"

[See S-13 on Page 17 ...](#)

S-14 - Option Enrollment Option Limitation

NASB supports legislation returning option students to the resident school district if the option district must contract with another school district or agency for the educational services needed by the student. (1996, amended 2016, 2025)

Rationale: Updating title to the more commonly used "Option Enrollment" vs "Enrollment Option"

[See S-14 on Page 17 ...](#)

S-57 - Vouchers and Tax Credits

NASB opposes any attempt to amend or circumvent the Nebraska and United States Constitutions to permit the use of public funds for the support, either direct or indirect, of schools not controlled by the public at large. NASB opposes any state or federal legislation allowing either tax credits or, vouchers, or funding for children, or the parents or guardians of children attending nonpublic schools. or donors to scholarship funds for non-public education. (prior to 1995, amended 2020, 2025)

Rationale: Adding the word "funding"

[See S-57 on Page 19 ...](#)

~~S-59 - Allied Schools~~

~~NASB opposes legislation that would mandate the formation of an allied system of school districts. (2014, amended 2016)~~

~~Rationale: Unnecessary~~

~~[See S-59 on Page 19 ...](#)~~

~~S-67 - Interactive Remote Communication Technology (Televideo)~~

~~NASB urges the legislature to provide updated rules and procedures so patrons are able to readily testify at legislative hearings via televideo (interactive remote communication technology) on a regular, ongoing basis to allow for a more equitable opportunity for the public to participate in the legislative process. (2017)~~

~~Rationale: Unnecessary~~

~~[See S-67 on Page 20 ...](#)~~

S-69 - School Consolidation Organization

NASB opposes legislation that would mandate consolidation of districts or administration. NASB favors cooperation between school districts as well as ESUs to remove all barriers and penalties to promote orderly and voluntary reorganization into more efficient governing and administrative units to best serve the educational needs of Nebraska's children. (prior to 1995, amended 2008, 2015, 2017, 2019, 2025)

Rationale: More specific title

[See S-69 on Page 20 ...](#)

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... AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 9, 2025
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Standing Positions are statements of purpose and direction which are developed and maintained over time. They are considered annually by the Delegate Assembly and remain in effect until they are actively removed.

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

CONDITIONS OF CHILDREN

CURRICULUM & INSTRUCTION

FUNDING & FINANCE

GOVERNANCE & STRUCTURE

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

STATE POLICY

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — Board Development - NASB encourages boards of education to take part in board in-service and development programs and to budget funds for such programs. (1995)

S-2 — Board Recognition - NASB believes the service of school boardsmanship is fundamental to participatory democracy and deserves recognition collectively and individually from state and local communities. (prior to 1995)

S-3 — Business and Education Partnerships - NASB encourages boards of education to develop mutually beneficial partnerships with business to ensure mutual understanding and cooperation.(1995)

S-4 — Collaborative Services to Youth - NASB urges collaborative linkages between schools and other public and private agencies that serve children. (prior to 1995)

S-5 — Leadership Team - NASB believes that each board of education should create an administrative leadership team, which should include all supervisory and managerial employees including the superintendent and board members. (prior to 1995, amended 2007)

S-6 — Parent Involvement - NASB urges boards of education to support partnerships between parents and schools that encourage parent involvement in the education process. (1997)

S-7 — Policy - NASB considers it imperative that boards of education adopt clearly defined, flexible policies after input from the administration, parents, employees, and other interested parties. Policies, based on a clear understanding of the education process, should be thoroughly reviewed annually. The execution of policy is the responsibility of professional administrators and staff. (prior to 1995)

S-8 — Use of Accountability Data for School Improvement - NASB supports using school accountability data to determine potential strategies/resources for helping schools improve. We support the concept of growth or learning mindset which suggests that school effectiveness is assessed as an improvement process. Our perspective is that all schools in Nebraska are important and have opportunities to become more effective as quality educational systems. (2020)

CONDITIONS OF CHILDREN

S-9 — Abuse of Alcohol, Tobacco, & Other Drugs - NASB supports efforts by boards of education and state and national officials to strictly enforce policies regarding the sale, use or possession of illegal drugs including methamphetamine, marijuana, THC products and synthetic equivalents of THC and marijuana, alcohol, tobacco, nicotine products, vapor products (including e-cigarettes), and any products intended by appearance or effect to replicate tobacco products on school property. The designation of "drug free zones" near schools is also urged. (prior to 1995, amended 2015)

S-10 — At-Risk Students and the Achievement Gap - NASB recognizes that there are many children and youth who are experiencing special difficulties in achieving high education standards. NASB supports increased funding to help close the gap in educational opportunity and educational achievement, and urges boards of education to work with, and obtain increased funding from the state Legislature, as well as state and federal education agencies to assist at-risk children and youth in making adequate educational progress. (prior to 1995, amended 2009)

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S-11 — Cooperation with HHS - NASB supports legislation which mandates cooperation and consultation with school districts as it relates to the placement of children under the custody of DHHS. Comprehensive information about a child's educational needs should be shared with a school district prior to the placement of a student in a new school district. (2020)

S-12 — Early Childhood Education - NASB supports quality early childhood education programs accessible to all children and advocates programs that provide age-appropriate activities to prepare children for school. (prior to 1995)

S-13 — Option Enrollment Option; Homebound Students - NASB supports legislation stating that when an option student becomes homebound, the school district in which the student resides assumes full responsibility for educating the student. (1998, amended 2016)

S-14 — Option Enrollment Option Limitation - NASB supports legislation returning option students to the resident school district if the option district must contract with another school district or agency for the educational services needed by the student. (1996, amended 2016)

S-15 — Liability for Medication Administration - NASB supports legislation that would limit the liability of a school district and school district representatives for the administering of prescription medication to students. (1999, amended 2013, 2016)

S-16 — Mental & Behavioral Health - NASB will support legislative efforts to provide services related to mental and behavioral health to school-age children across Nebraska. (2018)

S-17 — Nutrition Education/Student Wellness - NASB believes that wellness programs for schools should emphasize healthy lifestyles and eating habits, mindful of all eating disorders, as well as obesity. (2004)

S-18 — Safe School Environment - NASB supports efforts to provide a school environment that is free from weapons, harassment, bullying, violence, drugs (including alcohol and tobacco), and other factors which threaten the safety of students and staff. (1997, amended 2012)

S-19 — Statewide Poverty/Trauma Funding - NASB recognizes the growing number of public school students across the state that are living in impoverished conditions and/or with traumatic experiences. NASB supports the use of research-based science to strengthen policy, program design and funding that targets those impacted by persistent poverty and/or trauma. (2017)

S-20 — Student Discipline - NASB opposes legislative mandates related to student discipline. NASB supports student discipline as an essential, mutual responsibility of parents, teachers, and administrators, with final responsibility resting with school boards. (1999, amended 2019)

CURRICULUM & INSTRUCTION

S-21 — Access to Equal Education Opportunities - NASB supports equal educational opportunities for all students, regardless of their race, wealth or family circumstance, and urges the Legislature, the State Department of Education, and boards of education to remove all barriers that may prevent any child from having full access to such education opportunities. (1995, amended 2009)

S-22 — Achievement Test Score Use - NASB opposes the use of test scores for the comparison of school districts or for the ranking of schools. (1998)

S-23 — Assessment of Student Learning - NASB supports multiple approaches to assess student learning, with decisions on assessment made at the local district level, and opposes a single "high-stakes" testing procedure. (2001)

S-24 — Cultural Diversity - NASB urges all boards of education to support and implement curriculum which recognizes cultural diversity and enhances the knowledge of students about various ethnic and cultural backgrounds. (prior to 1995)

S-25 — Curriculum Adoption - NASB opposes legislative mandates addressing curriculum and testing. NASB supports the adoption of curriculum by local school boards and the State Board of Education. (2019)

S-26 — Library/Media Content - NASB supports that school district library/media content is a local decision. (2022)

S-27 — Responding to Special Education Costs - NASB supports legislative efforts to give school districts that incur unforeseeable additional special education expenses assistance to alleviate cash flow problems. (2005)

S-28 — Student Expression - NASB supports the authority of the local boards of education and school administration to regulate the content of school-sponsored publications and curriculum. (1997, amended 2009)

S-29 — Support of Early Childhood Programs in the Community - NASB will support early childhood education programs at the community level, which may include redefining economic development programs to include early childhood infrastructure development for communities and will support early childhood programs as an element in community comprehensive plans. (2018)

S-30 — Technology - NASB supports equal access to current technology for all school districts so they may engage all students in the curriculum, to equip them for an increasingly technological society and job market, and to provide them greater access to education services. (prior to 1995)

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FUNDING & FINANCE

S-31 — Accounting of Funds - NASB supports transparent accounting and full disclosure of all funds received and expended for public education consistent with federal regulations. (2005)

S-32 — Budget Lid: Growth Factor - NASB supports legislation which would establish an education expenditures “growth factor” which reflects the actual cost of providing a public education for school districts, learning communities, and ESUs. (2001, amended 2008)

S-33 — Compensation for Statewide Standards & Assessments - NASB supports adequate funding to compensate school districts/ESUs for the cost of implementing and managing the statewide learning standards and assessments. (2008, amended 2009, 2013)

S-34 — Elimination of Budget Reserve Limits - NASB supports legislation that eliminates reserve limitation in the Tax Equity and Educational Opportunities Support Act and in debt service funds. (2000, amended 2001)

S-35 — Elimination of Expenditure Limitation - NASB supports legislation eliminating the limitation on general fund expenditures. (2000, amended 2011)

S-36 — ESU Core Services Funding - NASB supports legislation to adequately fund Educational Service Units in a manner that allows successful implementation of statewide educational initiatives that are developed by law in conjunction with the Nebraska Department of Education. (2009, amended 2015)

S-37 — Expand use of Qualified Capital Purpose Undertaking Fund - NASB supports the expansion of the Qualified Capital Purpose Undertaking Fund to include modifications for student and staff security including cyber security. (2015)

S-38 — Financing Capital Improvements - NASB supports adequate funding for school districts and ESUs for maintenance or replacement of our rapidly deteriorating facilities. (1997, amended 2015)

S-39 — Fiscal Policy - NASB believes the Governor and Legislature must work together to create fiscal policy that will adequately fund public education statewide based upon the needs of students and not driven by a pre-set allocation of funds for education regardless of need. Nebraska demographics and student needs are dynamic, as are the changing education standards required to be competitive nationally and internationally. To meet this challenge, fiscal policy would be built upon a broad base with the lowest possible rates to provide stability in the tax base and revenue stream, provide local government with the tools to generate adequate financial resources, yet equalize financial support among taxpayers, and assure the principle of uniform assessment. (prior to 1995, amended 2009)

S-40 — For-Profit Entities Operating in Tax-Exempt Zones - NASB supports legislation to ensure equitable tax payments by for-profit business ventures operating on publicly owned or otherwise exempt property. (2003)

S-41 — Funding of Mandated Programs - NASB urges full funding by the state and federal governments at statutory levels of all programs, standards, activities, and services mandated to public schools and ESUs by the Legislature and Congress, and further urges that any unfunded mandates allow authority for supplementary appropriations or outside levy lid funding. (1997, amended 2012, 2017, 2019)

S-42 — Funding: School District Infrastructure, Site Purchases and Building Operating Expenses - NASB supports legislation that would provide an alternative to property taxes for financing facility development, maintenance, and operation. (2003)

S-43 — General Fund Reserve Limit Exception - NASB supports legislation that would not allow school districts to be penalized or state aid to be adjusted, to a school disadvantage, when any type of error or correction is made in calculating the state aid formula. (1999, amended 2016)

S-44 — Including Gifts, Donations, or Foundation Funds as Receivables - NASB opposes the inclusion of gifts, endorsements, donations, or foundation expenditures that are not regular operating expenses in the calculation of receivables in the state aid formula. (2000)

S-45 — K-12 School Trust Land and Permanent School Fund - NASB opposes any action that would reduce the assets, or the value thereof, of the school land trust or diversion of the Permanent School Fund. (prior to 1995, amended 2010, 2024)

S-46 — Legislation Implementation - NASB supports the concept that any legislative bill that limits financial resources, or requires additional financial resources, is done within a timeframe that will not negatively affect the school's ability to prepare their budget. (1997, amended 2015, 2017, 2019)

S-47 — Legislative Review of Statutory Deadlines - NASB urges legislative review of the conflicting mandatory deadlines that affect school revenues and expenditures. (2011)

S-48 — Lower Local Effort Rate - NASB supports lowering the Local Effort Rate and valuations in TEEOSA which would increase equalization aid. (2024)

S-49 — Property Tax Reform/Relief - Any legislative discussion on property tax and distribution of state aid should include participation from school board and ESU board members. (2015)

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S-50 — Reset the Revenue Lid - NASB supports legislation requiring the Nebraska Department of Education to recalculate the revenue lid to add the amount of the special education reimbursement, or alternatively, to not include the special education reimbursement in the revenue restricted by the lid. (2024)

S-51 — Revenue Reductions for School Districts Affected by Property Valuation Losses - NASB supports legislation that would create a hold harmless effect for districts which experience a decrease in valuation. (2004)

S-52 — School District Options in Dealing with Large, Unanticipated Revenues - NASB supports legislation giving school boards options in dealing with large, unanticipated revenue increases in order to minimize fluctuations in state aid. (2000)

S-53 — School and ESU Funding Must Be Predictable and Sustainable - Notwithstanding any current standing position or resolution, the NASB would consider the support of a school/ESU funding proposal only if it could be demonstrated to be predictable, sustainable, and it does not encroach on local control as defined by the locally elected school board or ESU members. (2024)

S-54 — Special Building Fund Tax Levy Exclusion - NASB supports amending the Nebraska Statutes that address budgeting and spending lid restrictions to allow school districts the ability to utilize up to fourteen cents of the Special Building Fund tax levy outside of the budgeting and spending lid restriction so that districts can plan for and fund capital improvement projects, building repairs and upgrades, and school district infrastructure needs. (2007, amended 2020)

S-55 — State Funding System - NASB supports a stable, predictable, equitable, and adequate statewide education funding system that honors the Legislature's commitment to provide for free instruction in the common schools of this state, as guaranteed by the Nebraska Constitution, by prioritizing education funding in the state budget, and that:

- Invests in the education of all Nebraska public school children;
- Establishes a state fund or funding mechanism that assists Nebraska public schools with the costs of maintaining and constructing facilities;
- Reduces our dependence on local property taxes by drawing revenue from multiple funding sources;
- Promotes the responsibility of locally elected school boards to make sound, transparent school budget decisions;
- Provides funding in a timely and predictable manner;
- Includes the principle of equalization;
- Funds the total excess allowable costs for special education and support services; and
- Recognizes that a long-term solution to education funding will require an ongoing, collaborative effort to execute a vision and strategic plan to grow and diversify our economy. (1997, amended 2009, 2018)

S-56 — Use of a Uniform Valuation Calculation to Determine Local Resources and State Aid - NASB supports a property tax assessment system that utilizes uniform accounting practices to determine the property valuation number from which local and state officials can calculate both the local resources available to fund schools from property taxes, and the resulting calculation of state aid payments to school districts. (2003)

S-57 — Vouchers and Tax Credits - NASB opposes any attempt to amend or circumvent the Nebraska and United States Constitutions to permit the use of public funds for the support, either direct or indirect, of schools not controlled by the public at large. NASB opposes any state or federal legislation allowing either tax credits or vouchers, or funding for children, or the parents or guardians of children attending nonpublic schools, or donors to scholarship funds for non-public education. (prior to 1995, amended 2020)

GOVERNANCE & STRUCTURE

S-58 — Accountability - NASB believes that boards of education are accountable to students, parents, taxpayers, and employees for providing education programs, striving for education excellence, identifying education needs, adopting clearly defined written policies, measuring the success of instruction programs, and interpreting and disseminating information to the public through a public relations plan. (prior to 1995)

S-59 — Allied Schools - NASB opposes legislation that would mandate the formation of an allied system of school districts. (2014, amended 2016)

S-60 — Amend Open Meetings Act for Evaluations - NASB supports legislation to allow boards to go into executive session to discuss superintendent evaluations and/or for the narrowing down of superintendent candidates. (2017)

S-61 — Authority of School Boards - NASB supports the authority of boards of education to effectively govern and execute their statutory responsibilities. (1997, amended 2015)

S-62 — Charter Schools - NASB believes that any charter schools, or the like, involved with any aspect of K-12 education be authorized by a public school district, be located within the boundaries of such public school district and be accountable to the authorizing district for their student achievement, finances and operations. (1998, amended 2015)

S-63 — Duties of Schools - NASB believes that the primary function of Nebraska schools should be the education of students and that the Legislature should be discouraged from placing duties on school districts which are not directly related to education. (prior to 1995)

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S-64 — E-meetings - Fully-Implemented or Partial Allowable Attendance - NASB supports legislation which allows for school board members to participate in school board meetings via electronic means while still maintaining a quorum when necessitated for the health and safety of the board and public. Virtual meetings cannot impede the public's ability to participate. (2020)

S-65 — Educational Service Unit Governance - NASB supports governance of ESUs by elected boards and supports local determination of specific mechanisms of that governance. (2005)

S-66 — Educational Service Unit Reorganization - NASB supports the continuation of ESUs as an effective means of delivering educational services to school districts and their students. Any reforms would provide for a statutory hold harmless provision in the distribution formula for Core Service funding when an Equity Unit reorganizes with any other ESU, and must be mindful of ESUs' essential role of delivering direct services and being responsible to the local school districts they serve. (2004, amended 2005)

S-67 — Interactive Remote Communication Technology (Televideo) - NASB urges the legislature to provide updated rules and procedures so patrons are able to readily testify at legislative hearings via televideo (interactive remote communication technology) on a regular, ongoing basis to allow for a more equitable opportunity for the public to participate in the legislative process. (2017)

S-68 — Local Control and the Possession of Firearms on School Grounds - NASB supports the rights of local school boards to determine the appropriateness, guidelines, and ability for the possession of firearms by non-law enforcement personnel on school grounds or at school related activities. (2023)

S-69 — School Consolidation Organization - NASB opposes legislation that would mandate consolidation of districts or administration. NASB favors cooperation between school districts as well as ESUs to remove all barriers and penalties to promote orderly and voluntary reorganization into more efficient governing and administrative units to best serve the educational needs of Nebraska's children. (prior to 1995, amended 2008, 2015, 2017, amended 2019)

S-70 — Personal Liability - NASB opposes unnecessary laws which make individual members of a governing board of a political subdivision personally liable for damage judgements which result from lawsuits filed against the political subdivision. (prior to 1995, amended 2015)

S-71 — Publication of Minutes, Receipts, & Expenditures - NASB supports removing the requirement to publishing hearing notices and meeting minutes in public newspapers and supports the use of alternative means to communicate board activity. (2020)

S-72 — Restriction of Resources and Board Responsibilities - NASB supports legislation allowing local boards to function as elected officials and to continue to establish policies, including finance policies, as representatives of the constituents who elected them. (1997)

S-73 — School Activities - NASB supports direct involvement by boards of education in the governance and activities of the Nebraska School Activities Association. (prior to 1995)

S-74 — School Calendars - NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

S-75 — Updating notice requirements - NASB supports updating notice requirements for all school board meetings that recognizes available technology. (2022)

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-76 — Activity Assignments - NASB opposes legislation that would require a separate written employment contract for coaching or any other activity assignment that would require that a person be notified by a specified date of the termination of an assignment for the following year. (1999)

S-77 — Compensation - NASB will support a concept of compensation for teachers which is not based solely upon the experience and education attainment of teachers as found on standard salary schedules. (1995)

S-78 — Criminal Background Checks - NASB supports legislation which would aid public schools and ESUs in obtaining criminal background history information on prospective and current employees, and personnel provided through any contract service provider or anyone working on school property. (1999, amended 2006)

S-79 — Employee Bonuses and Incentives - NASB supports legislation creating a comprehensive plan to recruit, retain and reward highly qualified individuals for teaching professions throughout the state, including offering incentives to encourage employees to sign a contract of employment. (2001, amended 2015)

S-80 — Employee Support - NASB recognizes the need to support district employees with their health and supports initiatives that provide for the physical and mental wellness of all school employees. (2020)

S-81 — Medical Insurance - NASB supports the concept of exploring alternatives to the costs of health insurance for the purpose of assuring the greatest allocation of our financial resources to education programs and services for children. (prior to 1995, amended 2003)

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S-82 — Recognition - NASB urges local school boards to develop and implement programs which recognize individuals for significant accomplishments and community service, experience, and competency. (prior to 1995, amended 2014)

S-83 — Retirement - NASB supports legislation to assure a retirement system that is sound, adequate, and sustainable for school districts and ESUs. (prior to 1995, amended 2012)

S-84 — Scope of Bargaining - NASB believes negotiations with employees should be limited to matters of employee salaries and fringe benefits, and opposes any attempt to broaden the scope of negotiations to include matters of policy and management rights. (prior to 1995)

S-85 — Staff Development and Evaluation - NASB supports in-service training, enrichment programs, and continuing education for professional staff. Regular evaluations of performance, competency in the subject areas, and demonstrated ability to instruct or manage, in part as shown through student performance, should be conducted to promote professional growth. (1995)

STATE POLICY

S-86 — Advisory Groups - NASB requests that there be board of education representatives on all government commissions, councils, and committees which could have an impact on local school district policy or finance. (1995)

S-87 — Choice and Affiliation - NASB supports the concepts of choice and affiliation among public schools as a means to maximize education opportunity. NASB believes any such program should result in the least amount of disruption and uncertainty for the affected school districts. (1995)

S-88 — Constitutional Rights & Responsibilities - NASB, and school board members, fully supports the U.S. Constitution and the rights and responsibilities embodied within it. NASB therefore supports education and behavior that teaches and models expression of these rights and responsibilities. (2009, amended 2015)

S-89 — Corporate Sponsorships in Schools - NASB opposes restrictions on school districts' ability to exercise their best judgment in entering into corporate sponsorship agreements. (2004)

S-90 — Educational Service Units - NASB supports Educational Service Units as an effective and efficient means to provide educational services to local school districts. ESUs should be responsible to the local school boards they serve. (1997)

S-91 — Guiding the P-16 Effort: 21st Century Skills - NASB urges state and local policymakers to forge a new working relationship in redesigning Nebraska's public education system for the 21st century, with a focus on improving student achievement and holding each level of the system accountable, from preschool through post-secondary education or training, in a manner that:

- Promotes multi-level communication and interaction between all P-16 partners to enhance student academic success;
- Offers all students a rigorous developmentally-appropriate curriculum designed to opportunities and choice, regardless of the post-secondary path they choose;
- Engages the assets of the full community;
- Utilizes data and technology to individualize education for students and to incorporate new learning into the design;
- Closes the achievement gap by focusing on quality teaching and learning opportunities;
- Implements standards-based education fully in a seamless curriculum, so one level of the system builds on the next and the end result is known and understood from the beginning;
- Provides sufficient resources that are adequate and sustainable at every level of the system to meet the challenge, resisting unfunded or underfunded mandates; and
- Preserves the ability of local school boards and their communities to address local needs and challenges in a flexible manner using a variety of options. (2009, amended 2016)

S-92 — Independent School Districts - NASB supports the independence of established PK-12 school districts and also supports the cooperation and equalization of opportunity among school districts within learning communities. NASB believes that any legislation introduced impacting school districts or learning communities should seek to give districts and learning communities equalized resources. Any legislation should also allow these independent districts to maintain their right to governance, district curriculum, and the allocation of resources. (2006, amended 2013)

S-93 — Local Control for Public PK-12 Schools - NASB believes public PK-12 systems should be organized to serve communities throughout Nebraska without arbitrary size limits or a single model, which would not fit our state's varied communities. NASB opposes legislating arbitrary size limits and will work to remedy such limits currently in statute. (2006, amended 2013)

S-94 — Local District Advocacy - NASB supports the right and obligation of local school districts to advocate for legislative action that impacts their individual interests. (1996)

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S-95 — NDE Authority - NASB opposes attempts by the legislature to preempt the statutory authority of the Nebraska State Board of Education to be the policy-forming, planning and evaluative body for Nebraska schools. (2017)

S-96 — Nonpublic Schools Standards - NASB believes that nonpublic schools should have the same state standards as the public schools, including school approval, accreditation, teacher certification and endorsement, and safety standards. (prior to 1995)

S-97 — Policy Leadership & Vision on the Future of Nebraska’s PK-12 Schools - NASB supports efforts to bring policy makers of the executive and legislative branches, educators, school boards, learning community coordinating councils, and ESU boards, and citizens together to determine the best course for the future delivery of PK-12 education to the students of the state. NASB boards emphasize increasing student achievement through governance structures that are clear, efficient, and controlled by the local district. (2003, amended 2008, 2010, 2013)

S-98 — Voting Higher Than a Simple Majority - The NASB firmly opposes any legislation that mandates a voting threshold higher than a simple majority for passing any issue presented to voters by a school district or ESU. We believe that requiring anything more than a majority vote undermines the democratic process and places undue barriers on the ability of school districts or ESUs to address critical needs and make decisions that reflect the will of the community. (2024)

- S-1 Board Development
- S-2 Board Recognition
- S-3 Business and Education Partnerships
- S-4 Collaborative Services to Youth
- S-5 Leadership Team
- S-6 Parent Involvement
- S-7 Policy
- S-8 Use of Accountability Data for School Improvement

- S-9 Abuse of Alcohol, Tobacco, & Other Drugs
- S-10 At-Risk Students and the Achievement Gap
- S-11 Cooperation with HHS
- S-12 Early Childhood Education
- S-13 Enrollment Option; Homebound Students**
- S-14 Enrollment Option Limitation**
- S-15 Liability for Medication Administration
- S-16 Mental & Behavioral Health
- S-17 Nutrition Education/Student Wellness
- S-18 Safe School Environment
- S-19 Statewide Poverty/Trauma Funding
- S-20 Student Discipline

- S-21 Access to Equal Education Opportunities
- S-22 Achievement Test Score Use
- S-23 Assessment of Student Learning
- S-24 Cultural Diversity
- S-25 Curriculum Adoption
- S-26 Library/Media Content
- S-27 Responding to Special Education Costs
- S-28 Student Expression
- S-29 Support of Early Childhood in the Community
- S-30 Technology

- S-31 Accounting of Funds
- S-32 Budget Lid: Growth Factor
- S-33 Compensation for Statewide Assessments
- S-34 Elimination of Budget Reserve Limits
- S-35 Elimination of Expenditure Limitation
- S-36 ESU Core Services Funding
- S-37 Expand use of QCPUF
- S-38 Financing Capital Improvements
- S-39 Fiscal Policy
- S-40 For-Profit Entities Operating in Tax-Exempt Zones
- S-41 Funding of Mandated Programs
- S-42 Funding: Infrastructure, Site Purchases & Operating
- S-43 General Fund Reserve Limit Exception
- S-44 Gifts, Donations, or Foundation \$\$\$ as Receivables
- S-45 K-12 School Trust Land and Permanent Fund
- S-46 Legislation Implementation
- S-47 Legislative Review of Statutory Deadlines
- S-48 Lower Local Effort Rate
- S-49 Property Tax Reform/Relief

- S-50 Reset the Revenue Lid
- S-51 Revenue Reductions from Valuation Losses
- S-52 Districts Dealing with Unanticipated Revenues
- S-53 Funding Must Be Predictable and Sustainable
- S-54 Special Building Fund Tax Levy Exclusion
- S-55 State Funding System
- S-56 Uniform Valuation Calculation for State Aid

S-57 Vouchers and Tax Credits

- S-58 Accountability
- S-59 Allied Schools**
- S-60 Amend Open Meetings Act for Evaluations
- S-61 Authority of School Boards
- S-62 Charter Schools
- S-63 Duties of Schools
- S-64 E-meetings
- S-65 Educational Service Unit Governance
- S-66 Educational Service Unit Reorganization
- S-67 Interactive Remote Communication Technology**
- S-68 Possession of Firearms on School Grounds
- S-69 Organization**
- S-70 Personal Liability
- S-71 Publication of Minutes, Receipts, & Expenditures
- S-72 Restriction of Resources & Board Responsibilities
- S-73 School Activities
- S-74 School Calendars
- S-75 Updating notice requirements

- S-76 Activity Assignments
- S-77 Compensation
- S-78 Criminal Background Checks
- S-79 Employee Bonuses and Incentives
- S-80 Employee Support
- S-81 Medical Insurance
- S-82 Recognition
- S-83 Retirement
- S-84 Scope of Bargaining
- S-85 Staff Development and Evaluation

- S-86 Advisory Groups
- S-87 Choice and Affiliation
- S-88 Constitutional Rights & Responsibilities
- S-89 Corporate Sponsorships in Schools
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- S-91 Guiding the P-16 Effort: 21st Century Skills
- S-92 Independent School Districts
- S-93 Local Control for Public PK-12 Schools
- S-94 Local District Advocacy
- S-95 NDE Authority
- S-96 Nonpublic Schools Standards
- S-97 Policy Leadership & Vision on the Future of PK-12
- S-98 Voting Higher Than a Simple Majority

Members with questions concerning the Standing Positions are urged to call NASB before the Delegate Assembly.



2025 DELEGATE ASSEMBLY RULES OF PROCEDURE

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SPEAKING PROCEDURES

- Voting delegates must wear their identification ribbon/badge and present their voting card for the privilege of making motions, debating, and voting.
- Voting delegates wishing to speak will go to the microphone, present their voting card to the monitor and await recognition by the Chair. The Chair shall alternate between speakers For and Against a motion as necessary. When recognized, delegates shall give their name and the board they represent.
- A voting delegate may speak for only three (3) minutes at one time on any question under discussion and only twice on the same question. No member will speak for a second time until all delegates seeking recognition have had the opportunity to speak.
- All motions must be presented in writing on forms obtained from microphone monitors prior to coming to the microphone. Forms must be completed, signed, and sent to the Chair in order to receive consideration.
- No resolution and/or standing position may be on the floor for more than thirty (30) minutes (inclusive of all points of order and points of information). Within this time frame the Chair shall recognize delegates at the microphones in alternating order.
- Members of the Board of Directors of NASB and voting delegates shall have the right of expression in meetings in Delegate Assembly.

NOMINATIONS AND ELECTIONS

- When a nomination is made from the floor, the nominating speech shall be limited to three (3) minutes. There shall be no seconding speech.
 - Qualifications for the nominees presented by the Nominating Committee may be given by the nominee or someone selected to present the candidate and shall be limited to three (3) minutes.
 - A nominee from the floor may speak for three (3) minutes on his/her own behalf instead of a nominating speech.
 - In accordance with the NASB Bylaws, a nominee for an at-large position from the floor must be a current member of a member school district or ESU.
- The vote shall be conducted by ballot under the supervision of the Election Committee.
- A majority vote is required to elect. If there is a single candidate for any office, upon adoption of a motion, the election may be conducted by voice vote. If a nominee does not receive a majority of the votes cast, a second vote will take place following the report of the Election Committee.

ARTICLES OF INCORPORATION

- Proposed amendments to the Articles of Incorporation, which have been processed in the manner provided therein, shall require, for their approval, a two-thirds (2/3) vote of the delegates present and voting.
 - The Articles of Incorporation establish NASB under Nebraska law.
 - The document identifies the purposes of NASB. It supersedes all other rules of the Association, none of which can legally conflict with anything included therein.

BYLAWS

- Bylaw amendments shall require, for their approval, a majority vote of the delegates present and voting.
 - Amendments to the Bylaws of the Association may be proposed in writing by any member board of NASB or may be initiated by the Executive Committee of NASB in accordance with the procedures outlined in the Bylaws.
 - Amendments to NASB Bylaws shall go into effect immediately upon adoption by the Delegate Assembly, unless otherwise specified in a provision adopted with the amendment.

STANDING POSITIONS

- Standing positions are statements of policy and purpose of NASB.
 - Standing positions, once adopted, remain in effect until repealed or amended, and direct the ongoing goals and objectives of the Association.
 - Standing positions may be submitted by member boards or by any director of the Association to the Legislation Committee.
 - The Committee shall study all proposals submitted and make recommendations regarding such proposals to the NASB Board of Directors.
 - The Committee recommendations, forwarded by the Board, shall be distributed to the membership prior to the annual meeting of the Delegate Assembly.
- Proposed standing positions which are not submitted in accordance with these provisions of NASB, or which have been submitted but are not recommended by the Board of Directors, may be considered by the Delegate Assembly if two-thirds (2/3) of the delegates present and voting vote to consider such proposed standing positions.

RESOLUTIONS

- Resolutions are statements of intended and desired legislative action on items of current needs or problems.
 - Resolutions are in effect for one (1) year, or until the next annual Delegate Assembly, and direct the organization and its staff in their legislative efforts with each annual session of the Legislature.
 - Resolutions shall be formulated by the Legislation Committee at least ninety (90) days prior to the annual Delegate Assembly.
 - Resolutions may be submitted by member boards or by any director of the Association to the Legislation Committee.
 - The Committee shall study all proposals submitted and make recommendations regarding such proposals to the NASB Board of Directors.
 - The Committee recommendations, when approved by the Board of Directors, shall be distributed to the membership at least thirty-five (35) days prior to the annual meeting of the Delegate Assembly.
- Proposed resolutions which are not submitted in accordance with these provisions of NASB, or which have been submitted but are not recommended by the Board of Directors, may be considered by the Delegate Assembly if two-thirds (2/3) of the delegates present and voting vote to consider such proposed resolutions.

PARLIAMENTARY PROCEDURE FOR DELEGATES

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TO EXPEDITE THE BUSINESS OF THE DELEGATE ASSEMBLY, THE FOLLOWING PROCEDURES WILL BE USED.

- I. **Microphones are provided for use by the delegates.** Please state your purpose at the microphone. (Example: Requests, Inquiries, Point of Order and Appeals.)
- II. **All motions** must be presented in writing on forms obtained from the microphone monitor.
- III. **Requests, Inquiries, Points of Order, and Appeals**
(No second is required except in the case of **Appeal** or **Division of the Question**)
 - a. **Raise A Question of Privilege**
 - Used to protect the rights and privileges of the assembly or any delegate.
 - Used for the comfort of the assembly (temperature or ventilation, audio problems, disturbances).
 - Granted by the Chair.
 - b. **Ask for a Point of Information or Parliamentary Inquiry**
 - Used to obtain information about the subject or about procedure.
 - Used to determine whether a certain motion is in order.
 - Used to learn specific information not yet available from discussion.
 - Responded to by the Chair.
 - c. **Request a Withdrawal of a Motion**
 - Used to remove a motion from consideration.
 - Granted by the Chair if requested before a motion is placed before the assembly by the President.
 - Granted by the assembly if a motion is placed before the delegates of the assembly.
 - d. **Call for a Division**
 - Used to request that the vote be taken again: this would be a standing vote. (The motion may be made without going to the microphone.)
 - e. **Call for a Division of the Question**
 - Can be made if any part of the pending question is capable of standing alone to be discussed and voted on.
 - Requires a second.
 - A delegate making the motion may offer an explanation (not to exceed one minute) of the rationale for dividing the question.
 - Is not debatable.
 - f. **Raise a Point of Order**
 - Raised by a delegate who calls attention to a violation of the rules.
 - Ruled on by the Chair.
 - g. **Appeal**
 - Made when the delegate does not agree with the ruling of the Chair.
 - Must be made immediately at the time of the ruling from the Chair.
 - A majority vote or tie vote sustains the Chair's decision.
 - Requires a second.
- IV. **Amendments** are made to modify the wording of the pending motion before the pending motion is voted upon. Delegates should use the proper terminology and identify the position in the motion where the amendment should be placed. The processes of amending are:
 - Insert a word or words;
 - Add a word or words at the end of the motion;
 - **Strike Out** a word or words;
 - **Strike Out and Insert** a word or words;
 - **Substitute** not less than one paragraph.
- V. **Two Amendments** may be pending at one time.
 - The first amendment must be germane to the original motion.
 - The second amendment must be germane to the first amendment.
 - Amendments require a majority vote; any amendment to a standing position or legislative resolution requires the approval of two-thirds of the delegates present and voting.

7. Public Forum

8. Reports

8.1. Administrative Reports

December 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:

[11/9/25](#)

[11/16/25](#)

[11/23/25](#)

[11/30/25](#)

Activities

FFA - Central FFA has had a busy month. Our land judging team placed second at District Land Judging. The team consisted of Joel Crees (who placed 2nd as an individual), Wyatt Suchy, Isaac Zobel, and Lucy Echtenkamp (who placed 9th individually).

At the State Land Judging contest, the team placed 11th overall.

The Central FFA, Agriculture Communications Team competed at the 98th National FFA Convention and Expo on October 29th. The team placed 6th in the Nation in the contest!!

Central FFA will compete at District Livestock Judging on November 12. We have 21 members who will be competing. We are also a host chapter for that contest.

SkillsUSA - had two students participate in Mid America Leadership Training. Cooper Huck placed 1st in the fundraising competition.

FBLA - FBLA had our annual business tour field trip. We toured the Engler program at UNL, MetalWorks, and Spreetail. The students learned about job opportunities around the area as well as opportunities to start a business while in college. Thank you to the Engler Program, MetalWorks, and Spreetail for letting us come visit!

One Act - The Drama Program has had a very successful One Act season! The team placed 3rd overall at the NCC Competition, and received the Runner-Up Technical Award. The team heads to Districts at Ashland-Greenwood on Friday, December 5th. We are incredibly proud of the students' accomplishments!

As the One Act season is wrapping up, the Drama Program is gearing up for the Drama Showcase and the Spring Musical (to be announced), as well as our two planned show experiences coming up during the spring semester: *Hadestown* (based on Greek Mythology) and *Capital City* (based on Mari Sandoz's novel), both at the Lied Center. Beyond being a great deal of fun, experiences like this are invaluable to the students' learning because they can observe the "best of the best" in the performing arts and take inspiration for their own art, strengthening skills they use in and out of rehearsal.

Central Players - are moving right along and getting ready to start the season. With a lot of our kids also participating in One Act, we are delaying our season start by a week. We will be kicking off the year mid-November and hoping to bring home some hardware this year!

Quiz Bowl - The school qualified a team to attend the National Academic Quiz Bowl Tournament in Chicago again this year. Students who will be attending are: Drew Tice, Sophia Burt, Deacon Christensen, and Marissa Tvrdy.

Spanish Club - Spanish Club will be doing a fundraiser with Brewed Awakening on November 22 and 24. Check social media and spread the word!

Band: The HS Band received 2 superiors in the month of October at both of their competitions. They ended their season a few weeks ago. They've also participated in many pep bands and a successful Veterans Day Program with the JH Band

Choir: By the time you have your meeting, we would have hosted a (hopefully) successful Nebraska Capital Conference Choir with all 9 choirs in our conference coming together at RC and over 200 students attending on November 10th. The 6th and JH choirs also sang successfully at the Veterans Day Program.

Marissa Tvrdy was selected for the all-class Nebraska All State Band, and she'll participate in this November 20th-22nd.

Our concerts are 6-12 Choir on Monday, December 8th and 6-12 Band on Monday, December 15th, both at 6:30pm in the Main Gym.

Athletics

Fall season has ended and Winter will start up on November 17th. Post season awards will be shared in Mustang Minutes as they start to come through.

Facilities/MTAF

Created parking area on the well field that can be used for overflow parking attached to current and future parking areas.

MTAF is over \$1 million raised through donations, sponsorships, fundraising, grants and in-kind commitments. The driveway is paved and close to being usable. This will affect traffic flow in a positive way.

We are working on fundraising and grants that will help us continue to show progress. Driveway is a major step.

We are close to being able to pursue the lease purchase option but WILL NOT move forward until we feel confident funding is available to complete next steps.

Next steps are:

- Site Drainage
- Fence and perimeter curb for playing surface
- Final Grading for field
- Rock and perimeter drain for sub base
- Air Drain System
- Turf Installation

Board Report JH/HS: December 2025

Professional Development/Resource Adoption:

We continue to carve out additional time for the English Language Arts team to advance their work with CommonLit, including best practices for delivering writing instruction with support from a CommonLit trainer. Early indicators suggest we are ahead of the typical implementation curve. The teachers are to be commended for their efforts to integrate these resources into their classrooms.

The Science Department is currently reviewing, sampling, and narrowing down potential resource options. Once complete, this will bring three content areas; Math, Science, and ELA to updated instructional materials within a 20-month window.

Our next professional development day is scheduled for **January 19, 2026**, where we will continue our Focus on New Learning.

Celebrate Everything:

Friday celebrations continue, with seventeen family members recently recognized for their contributions to the Mustang Way, ten students and seven staff members. The quality of the nominations and the thoughtful words used to describe honorees are impressive. Their service is truly noteworthy. We are authentically telling *Our Story* through the eyes of our school community.

Counseling: Tasha and Celia

- Mini College/Career/Military Fair dates 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.- Amazing feedback from reps that our kids and staff are attentive and purposeful when visiting booths!
- Lessons via our Naviance College, Career and Life Readiness curriculum are continuing
- RC Caring Shelves served 22 families at Thanksgiving. Christmas boxes are already started with a growing list. Anyone interested in donations giving or receiving just needs to reach out. .

High School Student Council:

The Student Council is organizing a Christmas Toy Drive to support several local children in need. Each member is responsible for providing one assigned gift. Members are also assisting with promotional materials, distributing collection boxes to advisories, and coordinating announcements. All gifts will be collected and verified by Dec. 17. The goal is to ensure every assigned child receives age-appropriate toys or clothing for the holiday season.

JH Student Council: No update this month. Have a great December.

FBLA:

We will be partnering with the Band to collect canned goods for the Caring Shelves before the concert on Monday, December 15. We will also hold our monthly meeting that same day.

Looking ahead, the next RC FBLA Craft Fair is scheduled for March 21, 2026.

FBLA is also launching a business clothes closet to provide members and RC students with professional clothing for competitions and the workforce. More details will be shared soon.

Assistant Principal/Ms. Horbach:

This week, we met with our Teacher Leadership Team to review the proposed changes to our Advisory/Intervention structure, and we will be rolling these updates out to the full staff by the end of the week. These changes will go into effect at the start of the second semester. The updated model aligns with our MTSS process and will provide a more intentional Tier II structure, allowing teachers to pull students for targeted reteaching and support.

Our Attendance Team has also been consistently meeting, and communication has gone out to multiple families regarding unexcused absences. As always, our approach is to be proactive. Attendance plays a critical role in long-term student success, and we appreciate the teamwork happening across departments to support our students and their families.

Behaviorally, we have seen a slight uptick in minor issues at the JH/HS level, but all discipline has been handled consistently and in alignment with our handbook. Staff are doing a great job following procedures and maintaining expectations.

Overall, our focus remains on supporting students through strong systems, proactive communication, and a team-oriented mindset. We look forward to implementing our second-semester adjustments and continuing to refine our structures to best meet student needs.

Staff Meetings:

High school staff meetings continue to highlight student learning, systems, upcoming events, and data. During the most recent meeting, we reviewed our district AQuESTT ratings, comparing last year's performance to this year's. While we are making meaningful progress, academic achievement within specific subgroups, content areas, and grade levels remains our greatest challenge.

Chronic absenteeism continues to be the Achilles' heel for many schools, and new legislation has made addressing it even more difficult. We provided staff with a brief overview of chronic

absenteeism and its impact on ranking systems. Data-driven decision-making will remain a core component of our meetings. *We are* moving the academic needle.

Activity Moratorium:

The mandatory NSAA **No Activity Moratorium** will be in effect from **December 24–28**. This is a valuable opportunity for families to spend quality time together while allowing student-athletes, participants, coaches, and sponsors to rest and recharge.

Thank You:

Thank you for your leadership and for empowering the administration and staff to achieve and maintain the academic supports necessary to reach our school and district goals. Your guidance enables us to provide the programming, curriculum, resources, and visionary direction needed to move our students forward academically and keep our district competitive.

Your continued support is sincerely appreciated as we strengthen our culture of learning—preserving what works well while focusing our efforts on academic priorities that best serve our students.

December 2025 Board Report
Mr. Steven Rose and Mrs. Deb Kruse
Principal | Elementary

Professional Learning Communities (PLCs)

Grade-level teams continue to meet weekly in their PLCs. Once every three weeks, teachers, administrators, our instructional coach, interventionist, and school psychologist come together to work through a full PLC data protocol. During last week's data PLCs, we reviewed student performance to determine whether each grade level is on track to meet its mid-year goals. We are excited about the progress students are making and are confident that most grade levels will be close to 80% at benchmark by January.

Teacher Leadership Team (TLT)

The teacher leadership team meets monthly and in December this team met to review student performance at each grade level. After looking at the data and grade level PLC notes, the team worked to remove barriers and identify professional learning opportunities to increase academic performance.

Evaluations

This semester's formal observations have all been completed. We continue to visit classrooms for various purposes: walkthroughs, to work with students, to coach teachers, etc.

GrandFriends Day

GrandFriends day was held on Tuesday, November 25th at each building. The awesome afternoon centered around the theme of School, Then and Now at Valparaiso, and "Be a Team Player" at Ceresco. About 300 visitors at each location joined students in hands-on stations and activities, exploring how school has changed and practicing teamwork together. It was amazing to see our students proudly share their classrooms, projects, and culture with family and friends. They were able to create memorable connections with their GrandFriends.

December Board Report
Amanda Coufal
Director of Special Education

Unified Bowling:

Unified Bowling had a very successful season! Districts were held on Dec. 3rd. Travis Silverstrand, Leo Hain, and Connor Tice bowled an impressive 743, earning a 4th place finish! From last season to now, the growth in our athletes and partners has been remarkable — and so much fun to watch!

Annual Life Skills Thanksgiving Meal:

Ms. Doan's class held their annual Thanksgiving meal on Tuesday. Students are taught life skills such as shopping, planning, prepping, and cooking for their families and special guests. It's always one of the best days of the year — filled with great company and delicious food!

8.2. Student Board Member Report

8.3. Superintendent's Report

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

8.3.2. NASB Monthly Update

NASB BOARD NOTES

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



Leadership

Innovation

Vision

Engagement

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2,000,000 Nebraskans

329,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

IN THIS MONTH'S EDITION OF BOARD NOTES

This Month In ...

Training, Networking, Engagement & Upcoming Events

2025 State Conference: You Did It Again!

Jim Vlach: School Board Member of the Year

EHA Sets 2026-27 School Year Rates

ALICAP Recognizes its Annual Award Winners

At The Board Table

DC - LIC - SBM Week - Retreats - Finance

Your 2025 NASB Affiliates

Your NASB Board of Directors & Staff

2025-26 Teacher Recruitment and Retention Act Grant

... And Much More!

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Snapshots



THIS MONTH IN ...

Leadership

Innovation

Vision

Engagement



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<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 ... We are just over a month away from the 2026 Legislative Session. Last week the NASB Legislation Committee met and discussed a number of hot topics we anticipate in the coming year that could, in some way be part of the 2026 education agenda. Some have already been introduced, some are new. Some will be debated beyond a committee hearing, others will not. Some will be discussed on their own merits, others could be included as part of a package. Those include: ACT, Caps, Literacy, Option Enrollment, Petitions, Release Time, "Spaces", State Budget, Student Discipline, Superintendent Pay, Teacher Benefits/FMLA, Ten Commandments, and Truancy. Learn about all of this and more at the Legislative Issues Conference, January 25-26 in Lincoln! Call Colby & Matt any time!

ALICAP ... Thank you to all ALICAP members who attended the ALICAP Annual Membership Meeting during the State Education Conference, last week. ALICAP is celebrating its 35th Anniversary of pooling for Nebraska Schools. Many thanks to the 226 schools/ESUs participating in ALICAP! Let's make this 35th year a happy and safe one!!!

BOARD LEADERSHIP ... Check out "At the Board Table" on Page 7 to learn about all things Board Leadership!

EDUCATION LEADERSHIP SEARCH SERVICE ... Does your district or ESU have a leadership vacancy coming up? Do you have questions on the search process? Are you an applicant considering applying for a position? We can help you with these questions and more. Visit the site for more information on openings – deadlines approaching soon! Contact Shari for all things Search! <https://members.nasbonline.org/ells>

ENERGY PURCHASING ... Natural gas continues to trade at fairly low prices going into the colder months and our natural gas purchasing consortiums have had considerable supplies priced for our schools. Winter in Nebraska can be unpredictable, but our NJUMP and CJUMP programs will be there to assist your district with keeping natural gas costs down if we see long periods of cold temperatures.

GALLUP STRENGTHS ... Our featured Gallup theme this month is **Relator**. Relators build trust through depth. They prefer strong, authentic relationships and invest time in getting to know others beyond surface-level interactions. They cultivate loyal and psychological safety within teams, opening the door to honest and real collaboration. Relators help transform workgroups into true partnerships. Schedule a Gallup retreat for your board or leadership team with Shari.

MEMBER ENGAGEMENT ... So great seeing all of you at the 2025 State Education Conference. Now our attention on is the December New Board Member Workshop in Kearney, and a number of great learning and networking opportunities in 2026!

TECHNOLOGY ... It was great seeing so many of you in Omaha last week! As you start to settle and certify your negotiated agreements, please remember to load them into the Contract Settlement Form or send them to Darion. Wishing you all a very Happy Thanksgiving. Contact Darion or Nicole today!



TRAINING, NETWORKING, ENGAGEMENT & EVENTS

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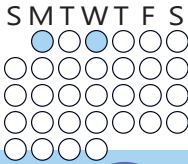
JOIN US!



Events 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

<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.

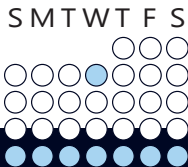


DECEMBER
2025

Governor's School Finance Commission Report Due - Monday, December 1

NEXT WEEK!

New Board Member Workshop - Wednesday, December 3 - Kearney

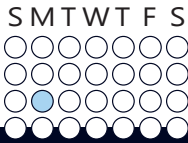


JANUARY
2026

1st Day of the 2026 Legislative Session - Wednesday, January 7, 2026

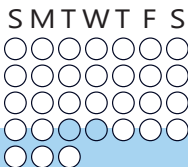
Legislative Issues Conference - January 25-26, 2026 - Lincoln

School Board Member Week in Nebraska - January 25-31, 2026



FEBRUARY
2026

President's Retreat - Monday, February 16 - Kearney



MARCH
2026

NAEP State Convention - March 24-25 - Kearney

Budget & Finance Workshops - Seward, West Point, Ogallala & Kearney (Starting March 10)



APRIL TO JUNE
2026

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

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

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

School Law Seminar/NASB Member Golf Outing - June 10-11 - Kearney

2025 STATE CONFERENCE: YOU DID IT AGAIN!

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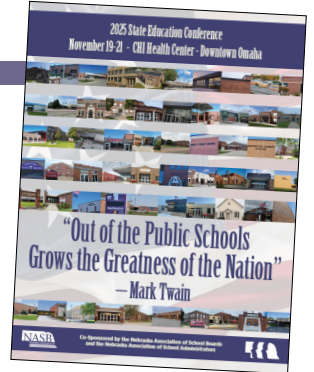
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SEE PAGE 15!



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



THANK YOU!

Another incredible week in Omaha with 1,100 of our closest friends, learning, networking, engaging and working together! This event does not happen without YOU! See even MORE photos on Page 15. Takeaways from this year's Conference include:

- Two engaging Pre-Conference sessions on "Your Department of Education: Unwrapped" and "Utilizing Effective Superintendent Evaluation and Board Self-Assessment to Support Student Success"
- 58 breakout sessions on a wide variety of topics
- The "Bow Tie Boys" & Westside Varsity Dance Team kicked things off Thursday morning
- James Lawrence showed us how to Redefine Impossible
- We thrived as a team with Dr. Jermaine Davis
- We navigated the Invisible Threads of Privacy in the World of AI with Joe Toscano
- Students from districts across the state participated in the Student Voices breakout and in Friday's Classroom Showcase and Art exhibits
- The annual NASB Delegate Assembly set the legislative and leadership initiatives for the Association and its members for 2026
- Jim Vlach of Lyons-Decatur Northeast was honored as this year's Ann Mactier School Board Member of the Year
- John Schwartz of Millard was recognized as this year's Superintendent of the Year



Thank you to everyone who took the time to attend, present, serve, exhibit, and network. We always look forward to seeing you throughout the year and each November. Mark your calendars now for the 2026 State Education Conference. November 18-20, 2026, back at the CHI Health Center Omaha!



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

JIM VLACH: SCHOOL BOARD MEMBER OF THE YEAR

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

Last Friday we gathered to celebrate leadership, innovation, vision, and engagement. It was the honor of State Board of Education member Deb Neary, to share with us the achievements of this year's 2025 Ann Mactier School Board Member of the Year, Jim Vlach of Lyons-Decatur Northeast!

For more than 50 years, Jim has been a tireless champion of public education in our state. His dedication began in the classroom, where he spent 33 years shaping the minds of students as a teacher. His commitment didn't stop there; after retiring from education, he ran and was elected for the local board of education where he has been a valuable member for the past 19 years.

Jim brings more than experience - he brings heart, wisdom, and an unwavering belief in the power of education. He cares deeply about instruction, curriculum, and the well-being of our staff and students. He is not afraid to ask the hard questions or to challenge ideas, because he understands that real progress comes from listening to every voice at the table.

He believes, deeply, that education is the key to opportunity - an essential pathway for young people to grow into thoughtful, responsible, and engaged citizens.

Jim is a servant leader. Always giving, always helping, always looking for ways to make a positive impact. His passion for education, his commitment to excellence, and his lifelong service are an inspiration to all.

Congratulations Jim!



EHA SETS 2026-27 SCHOOL YEAR RATES

Overall premium increase of 7.25% continues single-digit streak

There will be an overall increase of 7.25% in premiums next year for the medical and dental insurance plans used by nearly every Nebraska school district, following action by the Educators Health Alliance (EHA) Board of Directors. The EHA is a consortium of three statewide public school groups that manages the plan. "While our medical claims have increased in the most recent months, we are comfortable approving a rate increase below some of the industry surveys we have seen," said Trish Guinan, EHA board chair and NSEA executive director. "We've been able to maintain our streak of more than 20 years without a double-digit increase in rates." Read the full release now at:

<https://www.ehapan.org/sites/default/files/eha-2026-27-insurance-rate-news-release-final.pdf>



ALICAP RECOGNIZES ITS ANNUAL AWARD WINNERS

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<https://alicap.org/>

ALICAP

224 NEBRASKA SCHOOLS AND ESUs

.94 AVERAGE WORK COMP EXPERIENCE MODIFIER

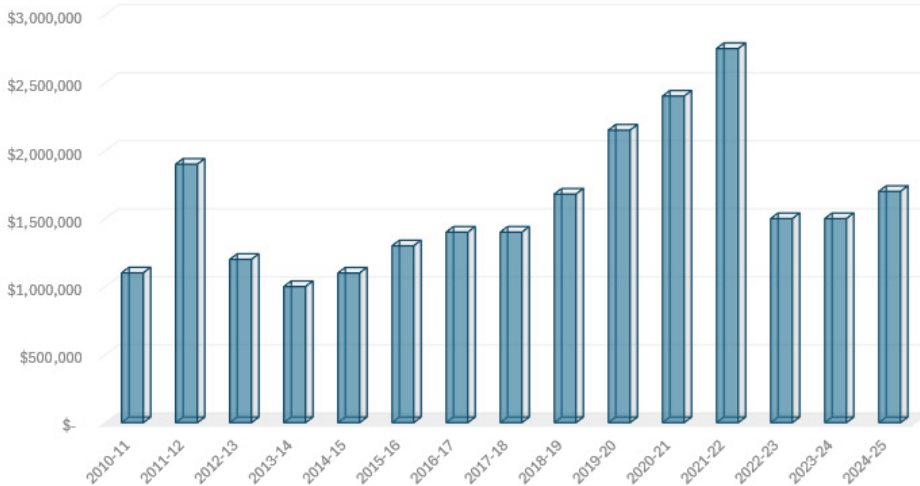
6 LOSS CONTROL CONSULTANTS

OVER 145,000 SAFETY TRAININGS COMPLETED

\$1.7 MILLION DOLLAR DIVIDEND RETURNED

35,711 EMPLOYEES COVERED

\$33 MILLION GIVEN BACK IN DIVIDENDS SINCE 1990



2024-2025 RECOGNITION PROGRAM AWARD WINNERS

LOSS RATIO AWARD WINNER
ESU 10
 ESU 10

EXPERIENCE MODIFIER AWARD WINNER
DC WEST COMMUNITY SCHOOLS

SAFESCHOOLS AWARD WINNER
ROCK COUNTY PUBLIC SCHOOLS

ALICAP WOULD LIKE TO CONGRATULATE THESE MEMBERS ON EARNING THIS YEAR'S SAFETY AWARDS. A STRONG SAFETY PROGRAM BEGINS WITH A SUPPORTIVE LEADERSHIP TEAM AND IS ACTED OUT BY EVERY STAFF MEMBER, EVERY DAY. KEEP UP THE GOOD WORK!

MANY THANKS TO ALL ALICAP MEMBERS FOR THEIR TRUST, LOYALTY & DEDICATION



AT THE BOARD TABLE

Leadership

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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

DECEMBER BOARD MEETING AGENDA ITEMS

Board Presidents and Superintendents: Please check your inbox for the [sample] **December Board Meeting Agenda** that was emailed to you on Wednesday, November 14, 2025, from shiggins@NASBonline.org. This agenda is aligned with the NASB Annual Board Calendar. If you have any questions or would like the email resent, please contact Stacie at 402-209-1608.

DID YOU KNOW?

What: **2025 New Board Member Workshop**

When: **Wednesday, December 3, 2025 - 5:00 to 9:00 PM**

Where: **Holiday Inn Kearney**

If you are a **New Board Member, recently appointed, experienced or the Superintendent** you are invited to join us for a review of the role and responsibilities of the board.

We will highlight board governance and superintendent leadership. Gain practical insights on board effectiveness and support of student success.

The agenda:

- 4:30 PM - Registration
 - 5:00 PM - Session I – Board-Superintendent Roles and Responsibilities
 - 6:30 PM - Dinner
 - 7:00 PM - Session II – Board Meeting Protocols and Procedures
 - 9:00 PM - Adjourn/Evaluation
- Awards of Achievement Points Earned: 15 points

On site registrations welcome!



DC - LIC - SBM WEEK - RETREATS - FINANCE



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Nebraskans

329,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

NEBRASKA

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



Federal Advocacy Fly-In

April 26-29, 2026 (Sunday to Wednesday) - Washington, DC - LOOK FOR REGISTRATION TO OPEN IN EARLY DECEMBER!

Join us for our fourth annual Fly-In. Tours, briefings, meeting with our Federal Delegation and more. Spend the week with peers from across Nebraska advocating for all things public education.

Legislative Issues Conference

January 25-26, 2026 (Sunday & Monday) - Lincoln

Weeks into each year's Legislative Session, key committee chairs, Senators, the Governor, and education leaders are invited to share their respective views throughout the morning. Get a firsthand look at all the bills introduced that will have an impact on public education in Nebraska during each year's legislative session. Close the conference as the majority of senators join us for lunch to network and discuss key items from that morning. This year's agenda includes:

- Threading a Moving Needle - Members of the Governor's School Finance Reform Committee
- Speaker Arch, Senators von Gillern, Bosn, Hughes, and Lonowski
- Everything You Wanted to Know About the Legislature but Never Wanted to Ask



School Board Member Week in Nebraska

January 25-31, 2026 (Sunday through Saturday)

THANK YOU SCHOOL BOARDS! The week of January 25, 2026 will serve as School Board Recognition Week in Nebraska. Thanks to the 1,700 locally elected volunteers who make up the Board of Education for Nebraska's Public Schools and ESUs.



President's Retreat

February 16, 2026 (Monday) - Kearney

Expand your knowledge and understanding of the role of board president, leadership of the board, and management of the board meeting to advance board operations. This retreat is geared for Board Presidents, Vice Presidents, Aspiring Presidents, Superintendents and/or ESU Administrators.



Budget & Finance Workshops

March 10 - Seward ... March 24 - West Point ... April 7 - Ogallala ... April 8 - Kearney*

Both new and veteran school board members must have a fundamental understanding of school finance. Superintendents, business managers, and bookkeepers are required to have a deep and comprehensive understanding of finance because taxpayers and citizens are asking districts to provide more detailed information about their finances. This workshop features all aspects of school district finance. (*Amplified Finance Workshop)



Nebraska Reception at the NSBA Conference

April 11 (Saturday) - San Antonio, TX

Join NASB and fellow attendees from Nebraska in San Antonio for the Nebraska Reception, Saturday afternoon, during the NSBA National Conference. For more information or to RSVP email Sharon. Conference attendees and their guests are welcome to attend. Sponsored by D.A. Davidson & Co.





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Freestanding Elements
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Sports Equipment
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Site Amenities
Fitness Equipment
Swings
Dog Parks
Shelters & Shades
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1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA



Paul Grieger
Managing Director,
Public Finance
402-392-7986
pgrieger@dadco.com



Cody Wickham
Senior Vice President,
Public Finance
402-392-7989
cwickham@dadco.com



Andy Forney
Senior Vice President,
Public Finance
402-392-7988
aforney@dadco.com

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D.A. Davidson & Co. has long been a leader in innovative debt financing for school districts. What we're most proud of are the relationships we've nourished and the strong community improvements that are made as a result.

Our public finance professionals take a personal interest and a hands-on approach, carrying our deals from start to finish. Because you deserve solutions tailored to fit you.

- School Bond Issues
- Tax Anticipation / Construction Notes
- Lease-Purchase Financing
- QCPUF Bonds
- Refinancing Bond Issues



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

2025 Platinum Level Affiliates - American Fidelity - BCDM Architects - Boyd Jones Construction - BVH Architecture
Carlson West Povondra Architects - Clark & Enersen - CMBA Architects - D.A. Davidson - Enviser - Facility Advocates - Hamilton
Hausmann Construction - Nebraska Liquid Asset Fund - Northland, a First National Nebraska Company - Piper Sandler
Public Risk Management - Sampson Construction - Sparq Data Solutions - Third Rail Content

2025 Gold Level Affiliates - 914 Coatings - ABcreative, Inc. - BD Construction - Blue Cross Blue Shield of Nebraska
Cornhusker International - Darland - DLR Group - JEO Consulting Group, Inc. - Johnson Controls Inc. - Lunchtime Solutions
MCL Construction - Navitas - Omaha Public Schools Foundation

2025 Silver Level Affiliates - Amergis Staffing - Creative Sites - OneSource The Background Check Company - TeamMates Mentoring

2025 Bronze Level Affiliates - Alley Poyner Macchietto Architecture - Ameritas Investment Company - Community Building Solutions
Cunningham Recreation - Demco - Fisher Tracks, Inc. - Mueller Robak, LLC - National Insurance Services - Nebraska Safety Center
Opaa! Food Management of Nebraska - Watts and Hershberger, P.C.

YOUR 2025 NASB AFFILIATES

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YOUR 2025 PLATINUM AFFILIATES

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

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



YOUR 2025 GOLD AFFILIATES

YOUR 2025 NASB AFFILIATES

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View the full, detailed listings with contact info at:

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



ACCOUNTING

Watts and Hershberger, P.C.

ARCHITECTS

Alley Poyner Macchietto Architecture

BCDM Architects
PLATINUM LEVEL AFFILIATE



BVH Architecture
PLATINUM LEVEL AFFILIATE



Carlson West Povondra Architects
PLATINUM LEVEL AFFILIATE



Clark & Enersen
PLATINUM LEVEL AFFILIATE



CMBA Architects
PLATINUM LEVEL AFFILIATE



DLR Group
GOLD LEVEL AFFILIATE

BUILDING CONTROLS AND BUILDING SERVICES

Navitas
GOLD LEVEL AFFILIATE

CONSTRUCTION SERVICES

914 Coatings
GOLD LEVEL AFFILIATE

BD Construction
GOLD LEVEL AFFILIATE

Boyd Jones
PLATINUM LEVEL AFFILIATE



Darland
GOLD LEVEL AFFILIATE

Hausmann Construction
PLATINUM LEVEL AFFILIATE



JEO Consulting Group, Inc.
GOLD LEVEL AFFILIATE

MCL Construction
GOLD LEVEL AFFILIATE

Sampson Construction
PLATINUM LEVEL AFFILIATE



ENERGY SERVICES

Community Building Solutions

Facility Advocates
PLATINUM LEVEL AFFILIATE



Johnson Controls, Inc.
GOLD LEVEL AFFILIATE

EQUIPMENT AND FURNITURE

ABcreative, Inc.
GOLD LEVEL AFFILIATE

Demco

FINANCIAL SERVICES

Ameritas Investment Company

D.A. Davidson & CO.
PLATINUM LEVEL AFFILIATE



Nebraska Liquid Asset Fund
PLATINUM LEVEL AFFILIATE



Northland
PLATINUM LEVEL AFFILIATE



Piper Sandler
PLATINUM LEVEL AFFILIATE



FOOD SERVICE

Lunchtime Solutions
GOLD LEVEL AFFILIATE

Opa! Food Management

FUNDRAISING

Omaha Public Schools Foundation
GOLD LEVEL AFFILIATE

INSURANCE SERVICES

American Fidelity
PLATINUM LEVEL AFFILIATE



Blue Cross Blue Shield of Nebraska
GOLD LEVEL AFFILIATE

National Insurance Services

Public Risk Management/ALICAP
PLATINUM LEVEL AFFILIATE



LEGAL SERVICES

Mueller Robak, LLC

PLAYGROUND/SCOREBOARDS/SURFACING

Creative Sites, LLC
SILVER LEVEL AFFILIATE

Cunningham Recreation/GameTime

Fisher Tracks, Inc.

SAFETY & SECURITY

OneSource - The Background Check Company
SILVER LEVEL AFFILIATE

STUDENT SERVICES

Amergis Educational Staffing
SILVER LEVEL AFFILIATE

TeamMates Mentoring Program
SILVER LEVEL AFFILIATE

TECHNOLOGY/SOFTWARE

Enviser
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Cornhusker International
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Nebraska Safety Center

VIDEO CREATION & PRODUCTION

Third Rail Content, Inc.
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2025-26

Teacher Recruitment and Retention Act Grant

The NDE is excited to launch the 2025-26 school year Teacher Recruitment and Retention Act Grant Program (TRRA). Pursuant to Neb. Rev. Stat. § 79-8,112, the purpose of the Teacher Recruitment and Retention Act Grant Program is “to provide financial incentives to recruit and retain teachers in Nebraska classrooms.” This program is open to teachers from public and nonpublic schools, as well as teachers employed by an ESU.



The retention grant is for **\$2,500** for teachers in their 2nd, 4th or 6th year of teaching. This includes time teaching outside of Nebraska.



The high-needs grant is a one-time grant for **\$5,000** for teachers who have been issued an endorsement in specific high-needs areas with a contract to teach in that area. You can check your issue date of your endorsement at: teach.education.ne.gov. It must be issued on or after 6/2/2023.



The guidelines and application can be found at: education.ne.gov/csds/teacher-recruitment-and-retention-act/ or by scanning the QR code.

The first step is filling out the application. If selected, additional documentation will be necessary.



The application will **open November 17, 2025 and closes on December 17, 2025, at 11:59pm CST** and applicants will be notified no later than January 31, 2026. If you qualify for both grants you can apply for both grants.

MORE FROM STATE CONFERENCE

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8.3.3. NRCSA Monthly Report



Nebraska Rural Community Schools Association

Member Update

December 4, 2025



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/

NRCSA Calendar



NRCSA Events

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

9:30 AM January 20, 2026

Via Zoom

NRCSA Legislative Committee

9:30 AM Thursdays during hearings

Via Zoom

NRCSA Scholarship & Recognition Committee

February 26 & 27, 2026

NCSA Conference Room

At the NCSA Building in Lincoln

NRCSA Executive Committee

3:00 PM March 18, 2026

Bronze 5 Room

At the Crowne Plaza in Kearney

NRCSA Search Service



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



Axtell Community Schools
Search Complete



Sandy Creek Public Schools
[Notice of Vacancy](#)
[Apply for this Vacancy](#)
Application Deadline: **Dec. 15, 2025**
Finalists Selected: **Jan. 5, 2026**
Interviews: **Jan. 10, 2026**
Contract Starts: **July 1, 2026**



Bancroft-Rosalie Community Schools
Application Process Complete
Finalists Selected: **Nov. 17, 2025**
Interviews: **Dec. 6, 2025**
Contract Starts: **July 1, 2026**



Hampton Public Schools
Application Process Complete
Finalists Selected: **Nov. 21, 2025**
Interviews: **Dec. 6, 2025**
Contract Starts: **July 1, 2026**



Hayes Center Public Schools
Search Complete



Potter-Dix Public Schools
Search Complete



Red Cloud Community Schools
Interim Search

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

Login: member Password: learning

NRCSA Updates

From NRCSA Executive Director Jack Moles: At the NRCSA Executive Committee's meeting on November 19, I informed the Committee of my intention to retire at the end of the current school year. While we don't know an exact end date, it will likely be sometime this coming summer. The Executive Committee will utilize the NRCSA Superintendent Search Service in conducting a search for my replacement. I would encourage anyone who has interest in the position to contact me and I will provide as much information about the position as possible.

I will write more at a later date, but I do want all to know that being the Executive Director of NRCSA has been one of the topmost highlights of my professional career. I truly loved being a teacher, a coach, a Principal, and a Superintendent, but I believe this has been my favorite role in education.

I plan to do all I can to assist the Executive Committee in the search, short of actually taking a role in choosing my replacement. That is the job of the NRCSA elected leadership and I will support them all that I can. I am already making plans on how to support the next NRCSA Executive Director.

Application information for NRCSA Scholarships and nomination information for NRCSA Awards were sent out right after Thanksgiving. One change to the Scholarships was approved by the NRCSA Executive Committee at its November 19th meeting. We are increasing the number of NRCSA scholarships for students entering the field of education when they go to college. We have been awarding 20 such scholarships for the past several years, but will now increase the number of scholarships to 23. These scholarships will remain at \$2,000 per recipient. We will still offer two Gary Fisher Fine Arts Scholarships in the amount of \$2,000. That means that NRCSA will be awarding a total of \$50,000 in scholarships to 25 students from NRCSA-member districts! Please help by making sure that students are aware of the scholarships. We did send notice of the scholarships to each member district's high school Counselor.

Each year NRCSA recognizes several individuals with our "Outstanding" Awards to a worthy Board of Education Member, Superintendent, Principal, Elementary Teacher, Secondary Teacher, Music Teacher, ESU Staff Member, and Classified Staff Member. You all have outstanding individuals in your schools—please consider nominating them for these awards.

Each year, one of the recipients of one of the Outstanding Teacher Awards (Elementary, Secondary, and Music) is chosen to be NRCSA's nominee for the National Rural Education Association's Rural Teacher of the Year Award. NRCSA's nominee for the 2025 award was Kari Schroder of Syracuse-Dunbar-Avoca. Kari was the runner-up for the NREA Award this year. She was awarded a teacher's bell by the NREA.

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

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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



KARI SCHROEDER (CENTER), WITH SYRACUSE ADMINISTRATION & NRCSA EXECUTIVE DIRECTOR JACK MOLES

NRCSA held all of its committee meetings on Wednesday, Nov. 19 in conjunction with the NASB/NASA Education Conference in Omaha. Some of the outcomes from these committee meetings include:

The Executive Committee:

- approved a move to add three \$1,000 NRCSA Scholarships which go to students from NRCSA-member schools. The students must be entering the field of education.
- approved the adoption of an “event cancellation policy”. The policy, which will be shared in the January Member Update, lays out the procedures for late cancellations of those who are signed up for events. NRCSA must commit to meals prior to hosting events. The policy will address how refunds are made for cancellations.
- agreed to partner with the Holocaust Learning Experience. This group provides free teacher materials that can be used in meeting Rule 10 requirements in teaching the Holocaust and other genocides. More information will come out later.
- accepted an invitation from the University of Kansas Literacy Grant. Member schools that choose to participate will receive grants and participating teachers will receive stipends.

The Scholarship and Recognition Committee made a recommendation to make terms on the committee three years instead of two. This will serve to make terms the same as those on the Executive and Legislative Committees. The Executive Committee will vote to approve the move at its January meeting.

The Legislative Committee discussed several “rumored” legislative issues.

The Closing the Achievement Gap Committee is working on a plan which would ask for districts to apply for recognition of their intentional work in closing the achievement gap between students in poverty and students not in poverty. More information will come later.

SUPERINTENDENT SEARCH & PLANNING

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

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

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

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

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

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

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

The School Financing Review Commission, which was created last Spring by the Unicameral, has had four meetings thus far. Information on the meetings can be found on the NDE website at <https://www.education.ne.gov/commissioner/school-financing-review-commission/>. The committee has presented its preliminary report to the Unicameral.

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

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

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

above 20 percent statewide.

Key Findings from the NSWERS brief:

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

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

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

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

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

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

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

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

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

This campaign is available exclusively to NRCSA member districts. To learn more or reserve your spot, contact Anna Weber at anna@aplum.com or visit www.aplum.com.

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

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.

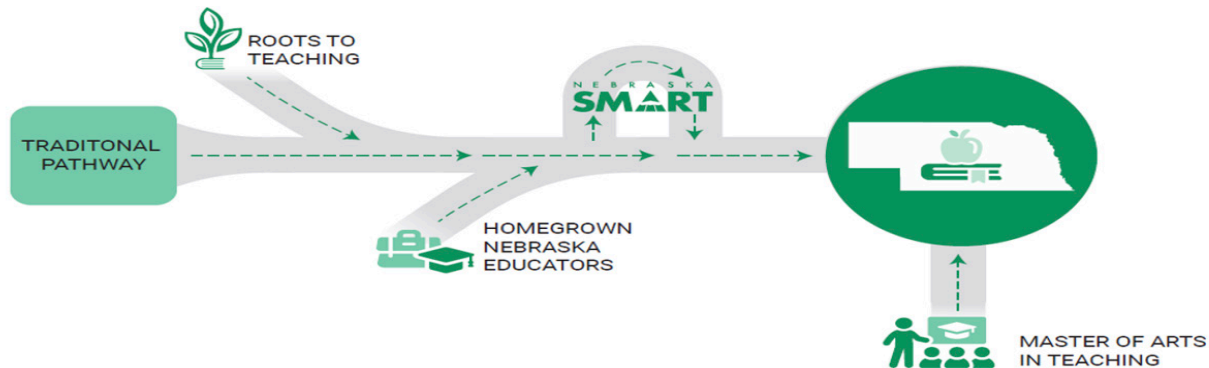
I share this information with you, not only because it has some very good information on Early Childhood programs, especially as it pertains to age groups, numbers of staff, and funding sources, but also to remind you that if you are wanting to research something please keep NRCSA in mind. Sometimes 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 Prosocki, formerly the Superintendent at Southern and now at Hastings, has shared a sample Superintendent Checklist that he uses. I thought this was a great instrument, one that I wished I had available to me when I was in the Superintendentcy. It can be especially helpful as you head into the new school year! Thanks to Chris for sharing this! You can access the updated checklist here:

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

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

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

[**https://www.openskypolicy.org/school-district-profile/**](https://www.openskypolicy.org/school-district-profile/)

The mission of OpenSky Policy Institute is to provide impartial and precise research, analysis, education and

leadership on fiscal policy-improving opportunities for all Nebraskans. Subscribe to their email updates at <https://bit.ly/OpenSkyUpdates> or contact Todd Henrichs at thenrichs@openskypolicy.org.

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

Dear friends,

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

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

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

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

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

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

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

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

*Onward,
Rebecca*

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

NRCSA is pleased to be in a partnership with New Leaf Teletherapy. New Leaf provides mental health teletherapy services for both staff and students. I became very interested in this possibility especially in terms of staff services. I know our members are working hard to provide services for their students, but there does not appear to be that same capability when looking at staff services.

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

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

[New Leaf PowerPoint Presentation](#)

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



[New Leaf Flyer](#)

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

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 2025-26 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

Cris Hay-Merchant chaymerchant@bellevue.edu



JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM



AMHERST ACADEMIC DECATHLON TEAM

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

Applications for the Spring semester were received and the three recipients have been selected. They will be notified over the next couple of weeks.

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

[NRCSA School Programs](#)

We urge you to consider participation in the NRCSA Partner OneCard program as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load on each individual card, and how long the time frame of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. For 2024-25, over 100 districts/ESUs participated in the program. We currently have **109** entities using the program. In talking with some districts, there is a chance there could be upwards of 112 entities participating. Great job by all participating districts in protecting the card and program! Don’t forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2024-25, the rebate was over \$34,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN! If you are considering joining the program and need more information, please contact Jack Moles (jmoles@nrca.net) or Jeff Bundy (jbundy@nrca.net).

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

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

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 140 such meetings. I most recently attended the Board meetings at Creighton on Monday, Nov. 10, Doniphan-Trumbull on Tuesday, Nov. 11, and

Syracuse on Monday, Nov. 17.

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

Monday, December 8: Superior

Tuesday, December 9: Riverside

Monday, December 15: Blue Hill

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.



CREIGHTON BOARD OF EDUCATION AND ADMINISTRATION



DONIPHAN-TRUMBULL BOARD OF EDUCATION AND ADMINISTRATION



SYRACUSE-DUNBAR-AVOCA BOARD OF EDUCATION AND ADMINISTRATION

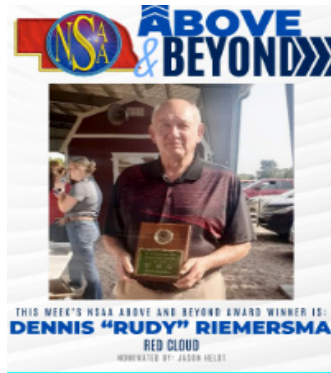


NRCSA wishes to share in the celebration of the special accomplishments and recognitions going on in our member schools and ESUs.

December 2025:

*** 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:**

- November 12: Five individuals from different communities acted quickly at the State Cross Country Meet when a spectator went into cardiac arrest. The NSAA cited Brady Principal Samantha Pavelka, Jodi Erikson of Blue Hill, Creighton Principal Ryon Nilson, Kari Nilson of Creighton, and Thedford Principal Adam Kuntz for having a hand in helping to revive the spectator and coordinate contact with first responders and notifying the spectator’s family.
- November 5: Dennis “Rudy” Riemersma of Red Cloud.
- October 29: Natasha Haupt of Leyton.



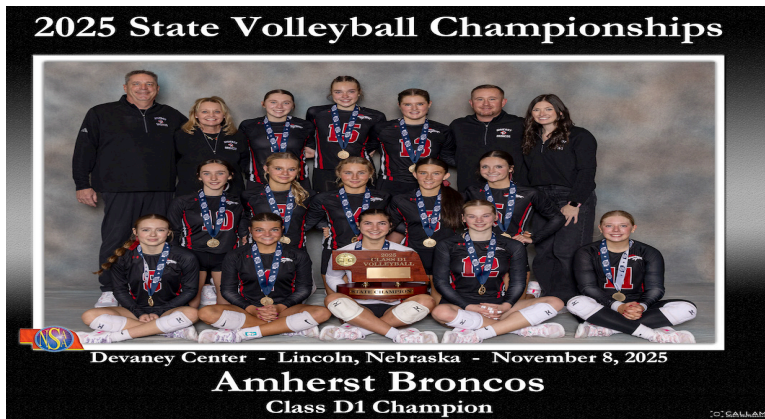
*** Milford won the Class C1 State Volleyball Championship. Holdrege was the Runner-up.**

*** Freeman was the Class C2 State Volleyball champion. Laurel-Concord-Coleridge was the Runner-up.**



FREEMAN FALCONS, CLASS C2 STATE VOLLEYBALL CHAMPIONS!

* Amherst won the Class D1 State Volleyball Championship. Overton was the Runner-up.



* Wynot was the Class D2 State Volleyball champion. Cambridge was the Runner-up.



* Four students from NRCSA-member schools were selected to play in the Nebraska Coaches Association's Senior Softball Showcase. They are: Rylie Beethe (Johnson-Brock, but playing for Nebraska City), Payton Burbach (Central City), Libby Loman (Northwest), and Jolie O'Hara (Northwest)

* Several students from NRCSA-member schools received first team All-State recognition for softball in the Omaha World-Herald (OWH) and/or the Lincoln Journal-Star (LJS). They were:

- ALL CLASS: Graelyn Simmons, Northwest (OWH)
- CLASS B: Graelyn Simmons, Northwest (OWH), Abby Dinkelman, Northwest (OWH), Becca Dinkelman, Northwest (OWH), Bella Zach, DC West (OWH)
- CLASS C: Payton Burbach, Central City (OWH), Jordyn Campbell, Yutan/Mead (OWH), JLee Van Driel,

Nebraska Rural Community Schools Association

Twin River, OWN, Lauren Suntych, Centura, (OWH), Izabelle Greenough, Fort Calhoun (OWH), Juno Ryan, Central City (OWH), Emma Jacobs, Centura (OWH), Emma Brandes, Central City (OWH)

*** NEBpreps and Hurrdat Sports recently announced their outstanding players for each class in volleyball. Those from NRCSA-member schools who were honored include:**

CLASS D2:

- Player of the Year and Hitter of the Year: Taryn Arbuthnot, SEM
- Setter of the Year: Haley Wieseler, Wynot
- Libero of the Year: Jaylin Geisen, Wynot

CLASS D1:

- Player of the Year: Daisy Ryan, Overton
- Hitter of the Year: Kaydence Haase, EMF
- Setter of the Year: Aspen Billeter, Southwest
- Libero of the Year: Breckyn Veskerna, Amherst

CLASS C2:

- Player of the Year: Briar Ray, Oakland-Craig
- Hitter of the Year: Ashley Beethe, Johnson County Central
- Setter of the Year: Riley Wellensiek, Johnson County Central
- Libero of the Year: Keislyn Poss, St. Paul

CLASS C1:

- Player of the Year and Hitter of the Year: Shayla Rautenberg, Milford
- COACH OF THE YEAR: Erin Heath, Holdrege

*** The Nebraska Coaches Association recently released Super State and Class All State Teams for Boys and Girls Cross Country, Boys Tennis, and Girls Golf. Students from NRCSA-member schools who were recognized included:**

- SUPER STATE GIRLS GOLF: Peyton Hartman (Adams Central), Mia Hiebner (Heartland), Daleni Knust (West Holt), KayLynn Jorgensen (Minden), Macy Jorgensen (Minden), Julia Messere (Aurora)
- SUPER STATE BOYS CROSS COUNTRY: Isac Portillo-Munoz (Lexington), Trevor Zurn (Alliance), Tyler Hetz, (Gothenburg), Elijah Goodell (Perkins County), Kaser Johnson (Doniphan-Trumbull)
- SUPER STATE GIRLS CROSS COUNTRY: Scout Bell (Gothenburg), Avery Arens (Crofton)
- CLASS B ALL STATE BOYS CROSS COUNTRY: Isac Portillo-Munoz (Lexington), Trevor Zurn (Alliance)
- CLASS C ALL STATE BOYS CROSS COUNTRY: Tyler Hetz, (Gothenburg), Avery Carter (Milford), Nolan Gartner (Syracuse), Trevin Huskey (Johnson County Central), Samuel McQuistan (Holdrege), Bryson Neels (Gothenburg)
- CLASS C ALL STATE GIRLS CROSS COUNTRY: Scout Bell (Gothenburg), Macie Carter (Milford), Addison Hauxwell (Chase County), Hailey Hengtgen (Palmyra), Tayla Hurner (Wayne), Emma Williams (North Bend Central)

Nebraska Rural Community Schools Association

- CLASS D ALL STATE BOYS CROSS COUNTRY: Elijah Goodell (Perkins County), Kaser Johnson (Doniphan-Trumbull), Hector Bonilla (Wood River), Samuel Holsing (Tri County)
- CLASS D ALL STATE GIRLS CROSS COUNTRY: Avery Arens (Crofton), Kayleigh Betka (McCool Junction), Rarity Cournoyer (Gordon-Rushville), Sage Holtmeier (Tri County), Reagan Moody (Ainsworth), Delani Runnels (Niobrara/Verdigre), Madison Shaw (Sandy Creek)

*** The Nebraska Coaches Association and HUDL recently announced their coaches of the year for some of the fall sports. Coaches from NRCSA–member districts who were recognized include:**

- SOFTBALL: Mitch Sadd, Northwest
- BOYS CROSS COUNTRY: Corey Hatt, Doniphan-Trumbull
- GIRLS CROSS COUNTRY: Troy Hauxwell, Chase County



*** Several NRCSA-member schools won the Sportsmanship Award for the State Volleyball Tournament. The award is annually presented by the Nebraska Coaches Association and Currency. Winning the award were:**

- CLASS D2: Dundy County-Stratton
- CLASS D1: Southwest
- CLASS C2: Johnson County Central
- CLASS C1: Malcolm



* Morgan Harms of Broken Bow was presented the 2025 NFHS Outstanding High School Music Educator Award.

* Southwest was the Class D6 State Football runner-up.

* Sandy Creek was the Class D1 State Football Champion. They are a repeat champion from last year. Crofton was the runner-up.



* Wynot won the Class D2 State Football Championship.



* Holdrege's Erin Heath is the 2025 NebPreps Volleyball Awards Coach of the Year.



* Several students from NRCSA-member schools were honored by Governor Jim Pillen and Nebraska Commissioner of Education Brian Maher at the annual Commissioner's Recognition for Excellence in Nebraska Career and Technical Education ceremony in the State Capitol. Students were recognized for being national level officers in their organizations or placing at the organization's national conference. They include:

- EDUCATORS RISING: Layryn Breitreutz (Centennial), Riley Hopkins (Bayard), Amy Albro (Bayard),

Nebraska Rural Community Schools Association

Shayla Jacobsen (Plainview)

- **FBLA:** James Fletcher (Litchfield), Maria Adle (Chase County), Tara Buzek and Austin Schmidt (Heartland), Braxton Soll, Lucas Chappelle, Wyatt Flesner, Trent Koger (Arlington), August Burns and Joe Burns (Arlington), Mia Deras (Fairbury), Sarah Lange (Raymond Central), Georgia Ramsey and Heidi Taylor (Wayne State College), Braxton Dalton (Wayne State College), Mekenna Fisher (Chadron State College), Lander Imbimbo (Peru State College)
- **FCCLA:** Jaiden Ertzner, Alaina Rogat, Presley Wolf (Battle Creek), MaHaylee Dotson-Monroe (Cross County), Clara Preister (Twin River), Lynn Miner (O'Neill), Brittin Fink and Madisyn White (Medicine Valley), Clare Holoubek and Chloe Indra (Clarkson), Layla Borowiak and Lausyn Matthes (Twin River), Zuri Booth and Brylee Ramaekers (Twin River), Jazy York (O'Neill), Addilyn Doke (Ainsworth), Quinn Ross (Elmwood Murdock), Jailyn Romesser (O'Neill), Aracely Negrete and Lillie Shoemaker (Ord), Mary Licking and Emerson Pettit (Thedford), Gracen Eckert (Boyd County), Charlotte Welsh (O'Neill), Brooklyn Eckert (Boyd County), Cheney Dishman, Angel Johnson, Kaygan Witthuhn (Callaway), Kiarra Kennedy (O'Neill), Klayton Rinne (Dundy County-Stratton)
- **FFA:** Claire Woeppel (Chambers, now at UNL), Reece Steiner (Elm Creek), Katelyn Melvin (Johnson-Brock), Ashley Beethe and Catherine Wendt (Johnson County Central), Craig Anthony (Johnson-Brock), Elizabeth Olson and Ansley Cadwallader (West Holt), Molly Weber and Saige Rother (Johnson County Central), Erika Donahue, Kiarra Eppenbach, Marissa Tvrdy, Carlee Wolfe (Raymond Central), Carson Reiman (Gothenburg), Mason Dutro, Toby Orvis, Parker Walahoski, Paige Walahoski (Overton), Bela Jedlicka, Abigail Reyna, Addison Vavricek, Allison Vavricek (Schuyler), Cora Hoffschneider (Centennial), Sam Wells (St. Paul)
- **HOSA:** Emma Baldeh (Dundy County-Stratton)
- **SKILLS USA:** Roger Meraz (Wayne State College), Levi Vaughan (Central City), Jackson Nordhues, Joe Grone, Brett Staab (Wayne State College), Delainey Mumm (Thayer Central), Hailey Hoffman, John Mann (Wayne State College)



O'NEILL FCCLA



*ASHLEY BEETHE, CATHERINE WENDT, MOLLY WEBER,
SAIGE ROTHER OF JOHNSON COUNTY CENTRAL*



LEVI VAUGHN, CENTRAL CITY

MEMBER SPOTLIGHT

Shelton Public Schools



Mascot: Bulldogs

Enrollment: 280 students

Location(s): Shelton, NE

Superintendent: Rodney Engel



Principal(s): Jeff Kenton, Elementary & Amy Hostetler, High School

Board of Education: *Shelton Public Schools Board Members*
(Left to right): Back row - **Levi Rogers, Chuck Wiese, Dana Tompkin** Front row- President **Kay Johnson**, Secretary **Emmy Power**, Vice President **Lisa Stewart**



Programs:

FFA:

The Shelton FFA Chapter is an important part of the academic strength of Shelton Public Schools. Chartered in 2016, the chapter has had its share of accomplishments in the past ten years. The FFA Chapter proudly boasts 40-50 members each year in grades 7-12, with membership hitting its highest number yet in 2025 with 56 members. 46% of eligible students in the high school are FFA members, and 56% of the 7-12 student body is enrolled in an agriculture education class!

Many are surprised to learn that Shelton hasn't always had an agriculture program, being that it is a rural community. Shelton had an ag program and an FFA chapter in the 60s, but it was discontinued and replaced with industrial technology. When the industrial technology teacher departed in 2016, the administration and school board saw it as the perfect opportunity to revive the program. The program has grown, not only in the number of students, but also in the variety of courses offered and other opportunities. In 2019, with the help of the Shelton FFA Booster Group and other local donors, the school was able to build a large outdoor greenhouse, which is utilized by the agriculture program and FFA chapter for hands-on learning opportunities all year long! The agriculture program offers courses in animal science, veterinary science, agronomy, floriculture, landscaping, agribusiness, ag sales, and welding!

Students in the FFA chapter have been able to learn about the agriculture industry through these courses, FFA competitions, and their Supervised Agriculture Experiences (SAE), which take place outside of the classroom. Students in Shelton have a diverse range of SAE projects, from working for local producers to managing their own livestock, crops, or produce. The community and school are proud of the many accomplishments the chapter has garnered in the past ten years, including a State Champion Livestock Management CDE Team in 2022 and producing an FFA State Officer in 2022! The chapter has been honored at the Nebraska FFA Convention for awards in Livestock Evaluation, Meat Evaluation, Livestock Management, Veterinary Science, Dairy Cattle Evaluation, Proficiency Award Finalists, State Star Farmer Finalists, and over 20 State Degree Recipients. In the past four years, the chapter has had six American FFA Degree Recipients, and is looking to increase that number in the future!

In 2023, Miss Horak was awarded the Nebraska Farm Bureau Agriculture Educator of the Year! She was the advisor who first chartered the program in 2016 and continues to be at the forefront of its success.

Volleyball:

The Shelton Volleyball team has built an impressive legacy over the past four seasons, earning four consecutive trips to the Nebraska State Tournament and showcasing the program's growth, resilience, and competitive excellence. Their run began with a standout 3rd place finish in 2022, followed by another strong performance as State Qualifiers in 2023. The team reached a historic milestone in 2024, capturing the D-2 State Championship and bringing home the program's first state title. In 2025, the Bulldogs moved up a class and still delivered a remarkable season, finishing 4th at State.

FFA:



Volleyball:



MEMBER SPOTLIGHT

Elba Public Schools



Mascot: Bluejays

Enrollment: 108 students

Location(s): Elba, NE

Interesting Fact Something that immediately sets Elba Public Schools apart is our mascot: the Purple Bluejay. Over the years, I've noticed that people around the state are often puzzled by why our Bluejays are purple. Curious, I asked around and heard several interesting theories and stories from longtime community members and alumni—but no one seemed to know the real answer, just rumors passed down over time. While I may not know the full history, here is my take on why we are the Purple Bluejays.

Elba Public Schools' mascot, the Purple Bluejay, is more than just a symbol—it represents the spirit and pride of our school community. Bluejays are known for their intelligence, energy, and strong sense of community, qualities we want our students to embody every day. The purple color makes our Bluejay unique and bold, standing out just like our students do in academics, athletics, and the arts. Whether on the court, the stage, or in the classroom, the Purple Bluejay reminds everyone at Elba to work hard, support each other, and take pride in being part of something bigger.

Superintendent: Bobby Kelley

Principal: Tim Potter

Board of Education: Left to Right: Robyn Rasmussen (Secretary), Travis Frederick, Ryan Rasmussen, Terry Spilinek (President), Jim Thompson (Vice President), Brittany Christensen (Treasurer)



Programs:

Elba Public Schools House Program

The House Program at Elba Public Schools is built around the idea that students thrive when they feel connected, supported, and part of a team. Every student and staff member belongs to one of our character-based houses, and those houses stay with them throughout their time at Elba. Each house focuses on a core trait we want our students to grow in, and the goal is to create smaller “families” across the building where older students mentor younger ones, everyone has a sense of belonging, and positive behavior is consistently reinforced.

For example, Respect House focuses on what it means to treat others well, listen, communicate, and show appreciation for our school and community. Students in this house often lead by example—modeling how to handle disagreements, how to work with others, and how to take pride in their actions. Other houses follow the same idea, each highlighting a different character strength such as Responsibility, Integrity, Leadership, Service, or Perseverance (adjust these to match your actual house names if needed). Students earn points for their houses through positive behavior, participation, academics, and showing those character traits in action.

Throughout the year, we hold House competitions, group activities, and service projects. These events give students a chance to work as a team while building relationships across grade levels. Over time, the houses have created a stronger school culture—students look out for each other, celebrate each other’s wins, and take real pride in the house they represent. It’s been a powerful way to grow character and community at the same time.

Elba Athletics and Fine Arts Programs

At Elba Public Schools, our athletic and fine arts programs are thriving and giving students countless ways to grow. Our athletes compete in basketball, volleyball, track, and more, learning teamwork, leadership, and perseverance every step of the way. Meanwhile, our fine arts programs—like one-act, band, and choir—allow students to explore their creativity, build confidence, and shine in front of the community. Together, these programs help students discover their talents, work hard, and take pride in their accomplishments.



MEMBER SPOTLIGHT

Tri-County Public Schools



Mascot: Trojans

Enrollment: 435 students

Location(s): DeWitt, NE

Interesting Fact: Tri County Public Schools cover approximately 270 square miles.



Superintendent: **Brian Rottinghaus**

Principal(s): **Ryan Clark**, Secondary Principal; **Jesse Gronemeyer**, Elementary Principal; **Caleb Armstrong**, AD & Assistant Principal

Board of Education:

Brian Quackenbush, Brian Scherling, Annette Weise, Derrick Damrow, Dustin Gronemeyer & Tom Koch



Programs:

Tri County has become a major partner in the Southeast Community College Career Academy Partnership (SENCAP) welding program. Through our partnership with this program, students are able to graduate high school with certification and welding. Over the past eight years, an average of 19 students each year have participated in the program. Over that time frame, a total of 53 have received dual-credit certificates in welding through SENCAP.



Tri County has been a leader in its music program. Over the past two decades, Tri County has received the Best Community for Music designation by The National Association of Music Merchants 13 times. That is more than any other school in Nebraska and among the top 167 school districts nationwide. These designations are given to districts demonstrating an exceptionally-high commitment to music education acquisition.



MEMBER SPOTLIGHT

Ponca Public Schools



Mascot: Indians

Enrollment: 447 students

Locations: 3-12 Campus in Ponca, PK-2 Campus in Jackson

Interesting Fact: Ponca High School has won an incredible seven NCA Sportsmanship Award trophies from various state tournaments in recent years. This reflects not only how our athletes compete and our school community supports them, but also how our kids demonstrate leadership, respect, resilience, and class on the biggest stages.

Superintendent: Brendan Calahan



Principal(s): Allison Stansberry (7-12), John Stroud (PK-6)

Board of Education: Front Row (L-R): **Casey McGhee** (Vice President), **Phil Kramper**, **Christina Luebe**. Back Row (L-R): **Richard Dohma** (President), **Jerod Davis**, **Julie Schamp**



Buddy Program: Our 7th Grade Buddy Program pairs incoming junior high students with dedicated upperclassmen who help guide their transition into Ponca High School. These student mentors serve as positive role models, offering support, encouragement, and practical guidance as 7th graders navigate new routines, expectations, and opportunities. Through regular check-ins, group activities, and a focus on building strong relationships, the program helps younger students feel welcomed, confident, and connected from day one. This mentorship model not only eases the transition to high school but also strengthens our school community by empowering older students to lead with empathy and purpose.



Student Leadership Team: The Student Leadership Team is a flagship opportunity for Ponca High School students to step into meaningful leadership and make a real impact on school culture and the broader community. Through this program, students collaborate to strengthen school pride, promote positive relationships, and lead initiatives that bring people together. Members take on projects that support a welcoming, inclusive environment and serve as ambassadors of our district's values both inside the school and out in the community. By applying their voices, creativity, and service-minded approach, Student Leadership Team members help shape the experiences of their peers and leave a lasting mark on not just our school, but the community as a whole.



2026 NRCSA Legislative Forum

The 2026 NRCSA Legislative Forum will be held on Thursday, February 26, 2026, at the Cornhusker Marriott Hotel in Lincoln.

This year's program will feature remarks by many educational policy leaders.

There will again be the opportunity to discuss issues of local interest with senators over lunch. This provides an invaluable opportunity to network and discuss issues with your senator.

Be sure and make plans to attend!!

Room Reservations

There are rooms available at the Cornhusker Hotel at a discounted rate of \$119.00 per night for Wednesday February 25, 2026. The Cornhusker is a Marriott Hotel; they have instructed customers to use the central reservation line or the link below to reserve a room.

*Cornhusker Marriott Hotel: 1-866-706-7706

The deadline to reserve from NRCSA's room block is **February 5, 2026**

Program Highlights

Thursday February 26, 2026

8:20 A.M. - Welcome & Announcements

8:30 A.M. - Committee Chair or Rural Senator

9:00 A.M. - Committee Chair or Rural Senator

9:30 A.M. - Committee Chair or Rural Senator

10:00 A.M. - Committee Chair or Rural Senator

10:30 A.M. - Committee Chair or Rural Senator

11:00 A.M. - Committee Chair or Rural Senator

11:30 A.M. - Committee Chair or Rural Senator

12:00 P.M. - Lunch with Senators

1:10 P.M.- Jack Moles & Russ Westerhold;
NRCSA Executive Director & Lobbyist

1:45 P.M.- Closing & Adjourn

Please note: The schedule is subject to change.

2026 NRCSA Spring Conference

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

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

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

Be sure and make plans to attend!!

Room Reservations

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

These hotels participate in group rates for Spring Conference

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

These hotels do NOT participate in group rates

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

Program Highlights

Wednesday March 18, 2026

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

Presented by:



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

7:00 PM Early Registration and Hospitality Rooms Open

Thursday March 19, 2026

7:15 AM Registration & Exhibit Hall Open

8:00 AM General Session

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

12:00 PM General Session

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

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

6:00 PM Country Buffet

7:00 PM Hospitality Rooms Open

Friday March 20, 2026

7:30 AM Registration Open

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

9:00 AM – 9:50 AM Select-a-Session V

10:00 AM Brunch

10:50 AM Closing Session

12:50 PM Gifts, Prizes, & Giveaways

Updates from Members & Other Entities

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

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



Nebraska SMART Update

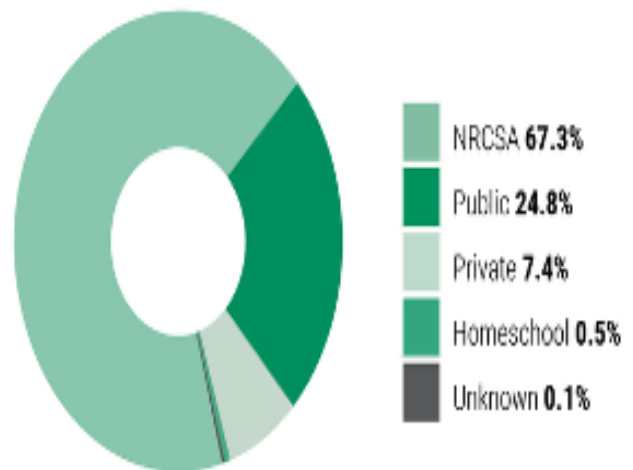
Free One-on-One Tutoring Now Available for All Nebraska Students

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

To date, Nebraska SMART tutors have completed more than **2,171** tutoring sessions, serving **868** students statewide. The program’s success is possible thanks to strong partnerships with schools and organizations across Nebraska like NRCSA. These partnerships ensure that students, no matter where they live, have access to high-quality academic support.

868 STUDENTS SERVED

Since February 2024, 868 students have registered for free online tutoring with Nebraska SMART. The chart shows the distribution of students registered based on school type.

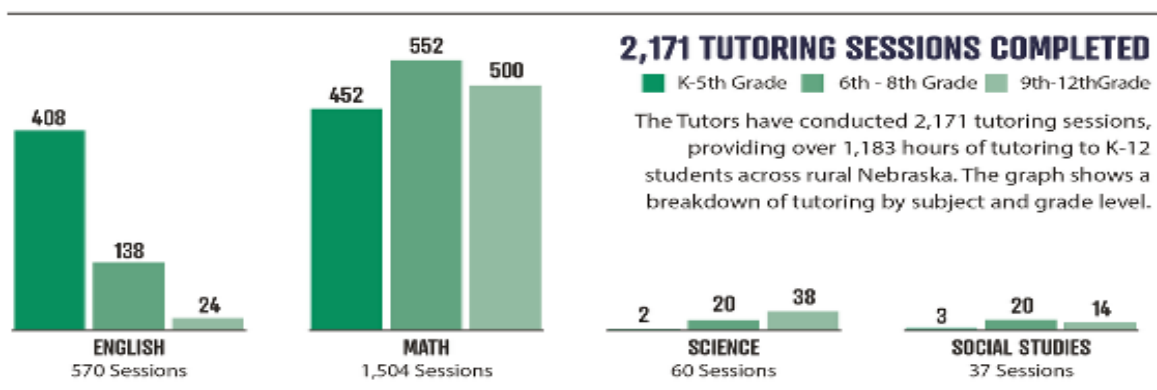


How to Access Tutoring

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

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

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



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

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

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

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

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

[Strengthening Rural Communities Through Public Education](#)

The Center on Budget and Policy Priorities, along with the Food Research and Action Center, has drawn attention to the possibility that the Community Eligibility Provision (CEP) might be substantially altered. This change

could have a negative impact on several school districts in Nebraska. The following website provides a great overview of the concern and allows the viewer to go specifically to Nebraska to see how the change could affect districts.

[State by State Fact Sheet](#)

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

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

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

[Board Member Onboarding](#)

From Rebecca Vogt, UNL

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

[Well Being of Rural Nebraskans](#)

From Jay Martin, NDE Director of School Safety & Security

Hello All,

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

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

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

Thanks for all you do in school safety.

[School Safety Newsletter Spring 2025](#)

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

Developing business & Industry, organizational, and postsecondary partnerships with school districts can play a pivotal role in enriching the educational experience, supporting student achievement, and strengthening

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

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

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

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

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

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

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

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

New in this year's edition is the inclusion of Bureau of Indian Education (BIE) schools. In his topical essay, Alex

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

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

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

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

[Why Rural Matters 2025](#)

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

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

[Understanding REAP](#)



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

Book your School's Presentation

Parent Meetings or Special Events

THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

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



Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags



During the Game/Event

Modeling Appropriate Behavior

Big Picture

One Instructional Voice



After the Game/Event

Time & Space

Confidence Building

Relationship Building

Six Powerful Words

NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508

402-310-5472 | darin@ncacoach.org

Official Association Endorsements as of September 1





Nebraska School Administrators & School Board Members,

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

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

Presentation Details:

45-Minute Parent Presentation with One School or Combined Schools

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

Audio/Visual Requirements from the Host School:

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

Cost – Payable the Day of Presentation:

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

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

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

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

All the best,

Darin Boysen

Darin Boysen
Nebraska Coaches Association

Official Association Endorsements – as of September 1



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

I. Policy Intelligence and Education News

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

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

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

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

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

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

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

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

[NRCSA Principal Search Brochure](#)

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

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

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

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

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

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

Things for your consideration:

1) To qualify for this program participants must hold at least an Associate’s Degree or the equivalent in college credit hours. *(CSC will work with those applicants to provide them with the needed coursework leading up to program entry).*

2) Districts must agree to maintain para-professional employment throughout the course of the program—including during the student teaching experience.

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

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/>

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](#)

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.



Rural school districts across Nebraska continue to balance the challenge of delivering high-quality education with the realities of aging buildings, evolving programs, and limited staffing resources. Even with strong maintenance teams in place, the ongoing demands of facility care, long-term planning and compliance requirements can place a significant strain on district capacity. At Wilkins ADP, we understand that every building decision a district makes, whether small repairs or major capital improvements, impacts students, staff, and the community for years to come. Our team partners closely with rural districts to develop clear and practical strategies rooted in both current facility conditions and long-range goals. A key component of these strategies is helping districts navigate funding and financing options for their facility projects. Our team has extensive experience guiding districts through successful bond efforts and helping communities understand the facility needs behind those initiatives. At the same time, we recognize that passing a bond has become far more challenging in today's environment. Because of this, we also help districts explore alternate financing options that may be available to schools such as QCPUF (Qualified Capital Purpose Undertaking Fund) and Lease-Purchase for certain types and sizes of projects, ensuring each district can find the most practical path forward for their needs.

Careful facility planning is an essential step in making these funding decisions effective. By understanding the condition, use, and long-term needs of their facilities, districts can align projects with available resources and prioritize investments that deliver the greatest impact. A customized facility planning process goes beyond identifying deficiencies and considers how educational programs are changing, how each building supports student learning, and what investments will provide the greatest long-term value. Our architects and consulting engineers work side by side with district leaders to evaluate buildings, discuss growth or decline trends and map out phased and budget-conscious solutions. We regularly assist districts with understanding the life cycle of building systems, estimating replacement timelines, evaluating instructional spaces for flexibility and safety, identifying opportunities to improve energy performance, exploring renovation and addition scenarios, and preparing clear planning documents that support future decision-making.

Thoughtful facility planning does not have to be overwhelming or expensive. With the right guidance, districts can confidently prioritize projects, extend the life of their buildings, and make the most of their available resources. Wilkins ADP remains committed to supporting rural schools throughout Nebraska as they navigate both daily facility needs and long-term planning efforts. To learn more about how we can assist your district, visit wilkinsadp.com or call us at **(308) 237-5787**.



Purple Ribbon Partners



Apptegy

Emily Milnamow
2201 Brookwood Dr, Suite 115
Little Rock, AR 72202
Phone: (317) 219-8686
conferenceteam@apptegy.com



CORNHUSKER
INTERNATIONAL
TRUCKS

Cornhusker International Trucks

Russ Folts
3131 Cornhusker Hwy
Lincoln, NE 68504
Phone: (402) 304-4016
russ.folts@cornhuskerinternational.com



Cheever Construction

Doug Klute
3425 N 44th St
Lincoln, NE 68504
Phone: (402) 477-6745
dklute@cheeverconstruction.com



DA Davidson

Paul Grieger
450 Regency Parkway, Suite 400
Omaha, NE 68114
Phone: (402) 392-7984
pgrieger@dadco.com



Clark Enersen Partners

Steve Miller
1010 Lincoln Mall, Suite 200
Lincoln, NE 68508
Phone: (402) 430-3803
steve.miller@clarkenersen.com



DLR Group

Emily O'keeffe
6457 Frances St, Suite 200
Omaha, NE 68106
Phone: (402) 393-4100
eokeeffe@dlrgroup.com



CMBA Architects

Troy Keilig
208 N Pine ST, Ste 301
Grand Island, NE 68801
Phone: (308) 384-4444
keilig.t@cmbaarchitects.com



Facility Advocates

Dave Raymond
3738 S 149th St, Suite 102
Omaha, NE 68144
Phone: (402) 206-8777
draymond@facilityadvocates.com



Purple Ribbon Partners



FARRIS ENGINEERING

Farris Engineering

Kate Breitenfeld
12700 W Dodge Road
Omaha, NE 68154
Phone: (402) 330-5900
kbreitenfeld@farris-usa.com



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MCL Construction

Travis Justice
14558 Portal Circle
Omaha, NE 68138
Phone: (402) 339-2221
tkj@mclconstruction.com



Network For Educator Effectiveness (NEE)

Marc Doss
288 Maguire Blvd
Columbia, MO 65211
Phone: (844) 793-4357
dossm@missouri.edu



RMV Construction

Curtis Baetz
1515 E 11th St
Kearney, NE 68847
Phone: (308) 893-2010
curtis@rmvconst.com



TRANE

TRANE
TECHNOLOGIES

Trane Technologies

Jonathan Hoesch
11937 Portal Rd
La Vista, NE 68128
Phone: (402) 499-8468
jonathan.hoesch@trane.com



Roofing and Building Maintenance

Tremco Roofing

Jim Wolfsohn
3735 Green Road
Beachwood, OH 44122
Phone: (909) 302-0617
jim.jwolfsohn@tremcoinc.com



Voss Lighting

Mike Little
4624 S 140th St
Omaha, NE 68137
Phone: (402) 850-9789
mike.little@vosslighting.com



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Wilkins Architecture, Design, Planning

Jacob Sertich
2204 University Dr, Suite 130
Kearney, NE 68845
Phone: (308) 237-5787
jsertich@wilkinsadp.com

Contact Information

NRCSA

Jack Moles, Executive Director
(402) 335-7732
jmoles@nrcea.net

Jeff Bundy, Office Manager
(402) 202-6028
jbundy@nrcea.net

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](#)

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[Eliot Bostar, Dist 29](#)

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[Stan Clouse, Dist 37](#)

[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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[Brian Hardin, Dist 48](#)

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[Merv, Riepe, Dist 12](#)

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[Rita Sanders, Dist 45](#)

[Tony Sorrentino, Dist 39](#)

[Ashlei Spivey, Dist 13](#)

[Tonya Storer, Dist 43](#)

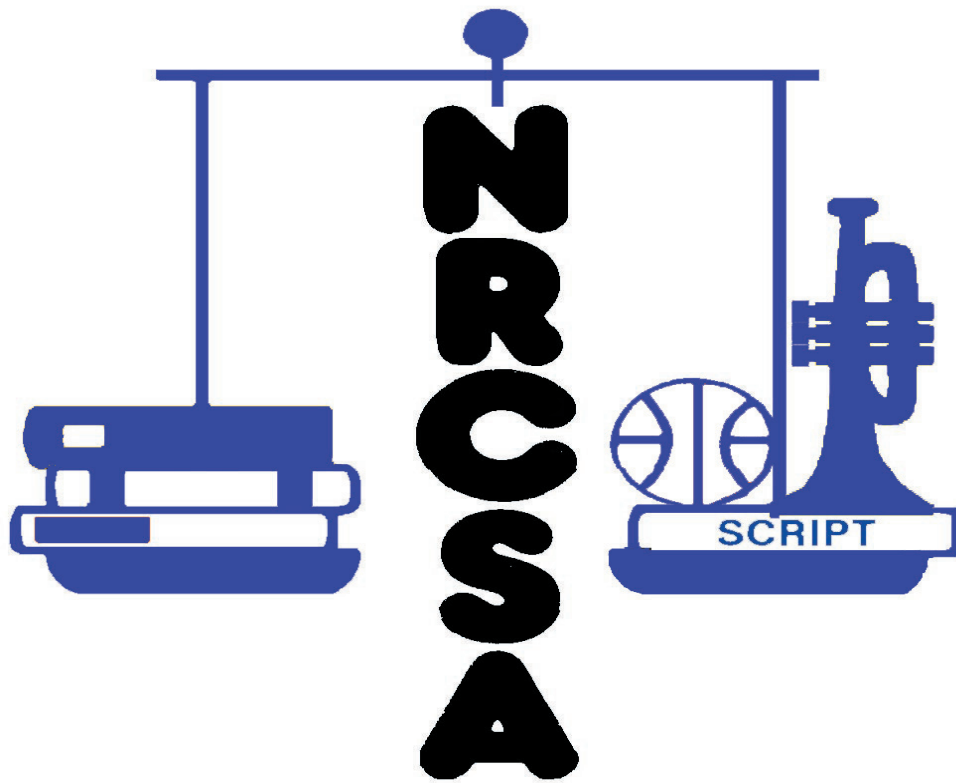
[Jared, Storm, Dist 23](#)

[Paul Strommen, Dist 47](#)

[Brad Von Gillern, Dist 4](#)

[Dave Wordekemper, Dist 15](#)

Nebraska Rural Community Schools Association



“Quality Rural Schools”

www.nrcsa.net



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



www.nrcsa.net



www.twitter.com/NRCSA1980



www.facebook.com/nrcsahome/

8.3.4. Update on Superintendent Goals

8.3.5. Safety Report

8.3.6. Facilities Report

8.3.7. Important Upcoming Dates

8.4. Board Committee Reports

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

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

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

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

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

9. Old Business

10. New Business

10.1. Discuss, Consider and Take Necessary Action to Approve an Early Graduation Request

Dear Raymond Central School Board,

I think I should graduate early for many reasons. I think it would be very beneficial to me to graduate early because, as I don't live with my parents currently, I think if I can get done with school and start working, I can move out from where I am currently am and be on my own. Another reason I think this is beneficial to me is that I am one year behind the rest of my class, so if I graduate early. I'll be graduating somewhat on time, where I should have been in the first place. Graduation has always been a very big goal of mine so I am capable of taking this challenge on and doing all that I can.

Stacie Punate



10.2. Discuss, Consider and Take Necessary Action to Approve Computer Lab
Power/Data Additions from Kidwell



Raymond Central School District

Andrew Placke
andrew.placke@rcentral.org
1800 W Agnew Rd
Raymond, NE 68424
United States

Casey Killion

ckillion@kidwellinc.com
(402) 475-9151
KIDQ23174-02
12/9/2025

Job Name/Location: Computer Lab Power/Data Additions

- 1 New category 6 plenum-rated cabling for three (3) locations along the east wal of Room #401.
- 50 New category 6 plenum-rated cabling runs within Room #402 to replace existing runs form the media center.
 - Kidwell will remove two (2) power poles in the middle of the room.
 - Kidwell will add 4000-series Wiremold on the east wall of Room #401 to extrend power and add 20' on the west wall.
 - Kidwell will relocate power and eight (8) data cables from the power poles to the Wiremold locations.
 - Pricing also includes a 30 amp 120v twist lock receptacle for an owner-provided UPS in the MDF.
 - Pricing assumes all existing cabling is in good condition and can be reused. Any cable replacements will be handled on a time & materials basis.
 - A drop consists of all jacks, labels, wire, faceplates, and testing. Misc. j-hooks, velcro, and other support material are included.
 - Kidwell has proposed to install blue CAT6 cable for all new drops, terminating onto blue jacks with plastic ivory faceplates.
 - Kidwell assumes all new cabling locations are accessible from a drop ceiling environment. No surface raceway or conduit included.
 - Pricing does not include any patch cords or UPS system equipment/labor.
 - Pricing does not include a lift rental.
 - Kidwell is not responsible for schedule delays caused by others and/or material delays.

Notes:

- 1) Work to be performed during Kidwell's normal business hours.
- 2) No sales tax has been included for material or labor on this proposal.
- 3) All required taxes will be charged and added to the proposal price on invoicing.
- 4) The following items are not included in this base bid proposal unless otherwise stated above:
 - a. New telephone hardware or any programming
 - b. Electrical or conduit work unless noted above
 - c. Routers, hubs, switches, servers or any other active communications equipment
 - d. Relocation of any PC's or other networking hardware.
 - e. Fees from the local power, cable and telephone companies
 - f. Plywood backboards and any backing materials of any kind
 - g. Painting of any kind
 - h. The patching of any type of surface
- 5) All work to be completed in a professional manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Worker's Compensation Insurance.

Payment Terms:

Payments to be made monthly. Accounts not paid within thirty days are subject to a finance charge of 1% monthly, and an annual rate of 12%. This proposal may be withdrawn by us if not accepted within ten days. Additional fees will apply if payment is made by credit card.

Acceptance of Proposal

The above prices, specifications and conditions are satisfactory and are hereby accepted. Kidwell is authorized to do the work as specified. Payment will be made as outlined above. By signing below, customer accepts all payment terms, additional notes and Kidwell terms and conditions.

Base Bid

\$20,675.00

This quote is valid for a period of 10 days.

Authorized Kidwell Signature:

Date: 12/8/2025

Customer Signature:

Date:

LINCOLN

3333 Folkways Circle
Lincoln, NE 68504

OMAHA

7050 S. 110th St.
La Vista, NE 68128

KEARNEY

414 E. 6th St.
Kearney, NE 68847

COLUMBUS

118 23rd St. #118
Columbus, NE 68601

SIOUX FALLS

100 E. 6th St.
Sioux Falls, SD 57104

DES MOINES

3000 Westown Pkwy
Des Moines, IA 50266



Contract Terms & Conditions

The following terms and conditions are incorporated into the Agreement between Kidwell and the Customer:

Payments. All payments must be made in U.S. currency. Unless otherwise set forth, all payments are due upon receipt of the statement, and are delinquent 30 days after the date of the statement. Customer is responsible to pay all sales, use, excise and similar taxes, whether or not separately set forth on the statement. If any amount is not paid in full within 30 days of the date of the statement, interest will accrue on the unpaid balance at the rate of one percent (1%) per month until paid. Credit cards will not be accepted as payment of any amount.

Facilities. For services provided on the Customer's premises, Customer shall provide a safe work site for performance of the services, and shall provide such assistance as may be reasonably necessary for the efficient performance by Kidwell employees.

Standard of Performance; Disclaimer. The services will be performed in accordance with the Customer's approved work plan in a workmanlike manner determined by Kidwell to be most appropriate under the circumstances. This warranty is void if Customer has modified the system. Kidwell disclaims all warranties either express or implied, including the warranties of merchantability and fitness for a particular purpose or use. Kidwell does not warrant that (i) the services will meet Customer requirements or expectations; (ii) the operation of the system will be uninterrupted, secure, virus-free, security breach intrusion-free, or error-free; (iii) Kidwell will detect or report intrusions or attempted intrusions; or (iv) all system related errors will be corrected. Kidwell will transfer third party equipment warranties to the extent available and assignable. In the absence of a separate written agreement, Kidwell is not obligated to provide services, or to supply any software, parts or services, to rectify a problem, fault, or incident arising from, or to repair or replace a system which fails or develops an error due to: (i) external causes including force majeure events, (ii) hacking the network or other data security intrusion; or (iii) the effects of a virus.

Employees. Customer shall not hire, engage or employ any employee of Kidwell during the period ending twelve (12) months after the earlier of (i) the last date that Kidwell renders any services to Customer; or (ii) termination of the employee's employment with Kidwell. Kidwell shall be entitled to specific performance of this provision.

Confidentiality. Each party covenants and agrees to hold and keep the other party's confidential information in confidence and it will not disclose such confidential information to anyone without the other's prior written consent. The party receiving such confidential information will not use, or permit others to use, such confidential information for any purpose other than in accordance with this Agreement, and shall not make any unauthorized copy of any confidential information and will use its best efforts to avoid disclosure, dissemination or unauthorized use of the other's confidential information.

Remedies. The parties shall have the following remedies:

Correction. Customer's exclusive remedy for any error in services rendered by Kidwell shall be limited to correction of the error in workmanship through its time and efforts at no additional charge to Customer; provided, however, that if the error results from incorrect or incomplete data or information provided to Kidwell, Customer shall be liable to Kidwell for the cost to correct the error at its customary time and material charges.

Performance. If Customer defaults in payment or otherwise, Kidwell in its sole discretion, shall have the right to suspend performance of the services until such default is cured, and such suspension shall be without liability or obligation to Customer or any third party, and without prejudice to the rights and remedies of Kidwell pursuant to this Agreement.

Limitation of Liability. Neither party shall be liable for incidental, consequential, indirect, special, punitive or exemplary damages of the other arising out of or in connection with this Agreement, including, but not limited to, loss of profits, revenue, data or use, incurred or suffered by the other party or any third party even if advised of the possibility of such damages. In no event shall Kidwell's liability for damages, losses or expenses as a result of negligence or otherwise exceed the amount of fees paid by Customer to Kidwell in the six (6) month period immediately preceding the act or omission causing such damage or loss. The amount of Kidwell's fee for services is a consideration in the limitation of its liability hereunder.

Independent Contractor. Kidwell and Customer have the relationship of independent contractors and neither is the agent, partner, joint venturer, or employee of or with the other and no fiduciary relationship between the parties exists. Neither party shall have the right to bind or obligate the other in any manner, nor shall it represent that it has any such right to do so.

Governing Law. This Agreement shall be governed by and construed in accordance with substantive laws of the State of Nebraska.

Force Majeure. The performance by either party of any of the undertakings set forth in this Agreement shall not be deemed untimely to the extent any late performance or nonperformance is due to acts of God, acts of war, civil disturbance, natural disaster, fire, accident, neglect, misuse, vandalism, water, lightning, power failure, power surge or power spike, acts of government or court orders, pandemic, supply chain interruption, or any other act or event beyond the control of the affected party.

Entire Agreement. This Agreement sets forth the entire agreement between the parties concerning the subject hereof, and supersedes all prior and contemporaneous written or oral negotiations and agreements between them concerning the subject matter hereof. No statement by any Kidwell employee or agent, whether oral or in writing, will create any warranty or obligation not set forth herein or otherwise modify this Agreement in any way whatsoever.

10.3. Discuss, Consider, and Take Necessary Action to Approve Family Services
LMHP Invoice.



501 S 7th St
 Lincoln, NE 68508
 402-441-7949 fax 402-441-6466

INVOICE

Customer

Name: Raymond Central Public Schools Date: 12/4/2025
 Address: 1800 W. Agnew Road Invoice #: RCPS1225
 City: Raymond State: NE Zip: 68428
 Phone:

Unit	Description of Service	Rate	Total Cost
1	Services provided by Heather Sisel and Brianna Mumm at Raymond Central Public Schools Fall Semester 2025	22,214.50	22,214.50

Total \$22,214.50

Please cut here and return bottom portion with payment

Customer

Name: Raymond Central Public Schools Date: 12/4/2025
 Address: 1800 W. Agnew Road Invoice#: RCPS1225
 City: Raymond State: NE Zip: 68428
 Phone:

Total 22,214.50

Remit Payment to: Family Service
 501 S 7th St
 Lincoln, NE 68508
 402-441-7949 fax 402-441-6466

Thank You

10.4. Discuss, Consider, and Take Necessary Action to Approve the Resolution to Accept the Temporary Early Retirement Incentive Program Application and Agreements

RESOLUTION TO APPROVE APPLICATIONS

BE IT RESOLVED by the Board of Education of this School District that the Temporary Early Retirement Incentive Program Application and Agreements of the following employees should be and are hereby approved and accepted: Janet Dannelly (“Certificated Employees”)

The Board of Education further authorizes the President or Superintendent of Schools to sign, execute and deliver the same for and on behalf of this School District and to pay or cause to be paid all payments or benefits provided in such Application and Agreements, and that the resignation of the Certificated Employees should be and are hereby accepted, to be effective at the end of the 2025-2026 school year and that such Application and Agreements are on file with official records of this School District and are hereby incorporated herein by this reference as though set forth in full.

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

11. Next Regular Board Meeting

12. Adjournment