

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

Wednesday, October 15, 2025 at 6:00 PM

Raymond Central Jr-Sr High School - Mustang Room

1800 West Agnew Road

Raymond, NE 68428-9783

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

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 Heyen, second by Benes to excuse the absence of Derek Matulka. 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 Brase, second by Benes to approve the consent agenda as presented including the regular meeting minutes of September 10, 2025; special meeting minutes of October 3, 2025; September financial statement; monthly bills; and substitute teachers-Abigail Hodges, Skye Lawrence and Malia Thoms. RCV 5-0. Motion carried.

Minutes of September 10, 2025 Meeting and October 3, 2025 Special Meeting

## **Raymond Central Public Schools (District 0161) Board of Education Budget/Tax Asking Hearing and Regular Meeting**

Wednesday, September 10, 2025 at 6:00 PM  
Raymond Central Jr-Sr High School - Mustang Room  
1800 West Agnew Road  
Raymond, NE 68428-9783

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

### Call to Order and Pledge of Allegiance

President Burklund called the Budget and Tax Asking Hearing 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 Heyen, second by Benes to excuse the absence of Derek Matulka. RCV 5-0. Motion carried.

### Presentation of the 2025-26 Budget and the 2025-26 Tax Asking

Superintendent Hanson discussed the 2025-2026 budget. The budget and tax asking are designed to meet district needs with financial limitations and priorities set by the Board. The 2025-2026 budget would generate a tax asking of \$10,127,583.00 which is an increase of \$458,556.00 but a reduced levy of \$0.840048 (down from \$0.990180).

### Receive Public Input

At this time the public was given the opportunity to ask questions.

### Adjournment - Close the Budget and Task Ask Hearing

Motion by Lange, second by Benes to close the Budget and Tax Asking Hearing at 6:08 PM.

### Call To Order Regular Meeting

President Burklund called the Regular Meeting to order.

### 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 Heyen, second by Lange to approve the consent agenda as presented including the regular meeting minutes of August 13, 2025; workshop minutes of August 27, 2025; August financial statement;

monthly bills; and substitute teachers-Sydney Golladay, Blake Shiparski, Jessica Stenger and Seth Wesemann. RCV 5-0. Motion carried.

Minutes of August 13, 2025 Meeting and August 27, 2025 Workshop Minutes

Financial Statement/Report

Monthly Bills

Policy Review

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

Correspondence/Recognition

Wyatt Jelinek was named the 10/11 News Athlete of the Week.

Public Forum

Reports

Administrative Reports

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

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

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

**MAPS Testing Schedule:** On September 9-10 as well as Sept 16-17, we will run a late start schedule to accommodate for grades 6-11 testing. Seniors will not report until 10:00 AM.

#### **Testing Dates:**

***September 9th & 10th***

***September 16th & 17th***

***Testing Time: 8:10 AM - 10:10 AM***

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

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

- Apply to College Day with EducationQuest September 24;
- October 1 EducationQuestion College Fair at SCC - over 50 representatives will be there to visit our students. We have a 45 minute session in the afternoon for juniors and seniors who decide to attend.
- PSAT October 7; 17 students have signed up this optional test
- October 15 - We will take 9th-12th graders who sign up to a career/college/opportunity fair - currently 12 students are taking this opportunity
- October 29 - We have been invited to take our sophomores to Connecting the Dots for Career Exploration with the UNL Extension Office in Seward. This is a hands-on event just for this grade level. We are thankful we have been extended this invitation.

- ASVAB November 12;
- Junior Job Shadow Day November 20; Mini College/Career/Military Fair dates September 24, October 22, November 19, February 4, March 11 - We would love to have local businesses come set up a booth for our career fairs. Please spread the word and have people contact [tasha.osten@rcentral.org](mailto:tasha.osten@rcentral.org).
- Lessons via our Naviance College, Career and Life Readiness curriculum have started in a variety of grades.
- Seniors are regularly coming in to complete applications for colleges and scholarships
- OntoCollege test prep with John Baylor is in the works and will be communicated to all families

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

Homecoming Week Highlights:

- *Spirit Week:* Student Council has organized a week of themed dress-up days and activities to boost energy leading up to the big game and dance.
- *Pep Rally:* A staff vs. seniors volleyball game will headline our Homecoming Pep Rally, bringing the school together for some fun, friendly competition.
- *Homecoming Royalty:* As tradition at Raymond Central, only seniors are eligible to be nominated for royalty. Voting and coronation will take place at the dance.
- *Dance:* The council is also planning decorations, music, and other details to make the Homecoming Dance a fun and memorable event for all students.

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

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

**FBLA** is excited to announce the upcoming Craft Fair and Car Show on Saturday, October 18 at Raymond Central High School. This event is a great opportunity for student-run businesses and community vendors to showcase their products while visitors enjoy shopping, food, and fun. Car Show registration is now open and can be completed online at [this link](#). More details and event updates can also be found on the [Facebook event page](#).

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

<https://forms.gle/bYsG8d92wCgbLqaFA>

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

She has also spearheaded a Culture Team that currently has about 20 members on it. Their goal(s); planning monthly activities, fun games, and gestures of appreciation for staff. Already the efforts have

been fruitful. We talk about celebrating everything; here is another vehicle to see it through. Nice work Abby

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

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

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

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

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

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

### Facilities

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

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

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

### Athletics

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

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

### Activities

**CTSOs:** FBLA, FFA and Skills USA are working together to recruit and grow their organizations. This is a great way for our kids to find success in co-curricular activities. CTSOs are also the driving force behind students finding a passion for their future careers. Fall conferences will be starting in September for each organization.

**Band:** Band is preparing for competitions and performances throughout the fall.

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

Our first **Benchmark Protocol Meetings** were a success! Teams met to go over our FastBridge

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

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

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

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

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

Planning for Teaching (Traditional)	Planning for Learning
Tell students the topic of today's lesson.	Hook student interest and curiosity in the lesson and connect the learning to their own experiences (i.e., help them become interested).
Share my teaching objective.	Involve students in setting personal goals for their learning (i.e., help them commit to learning).
Ask questions to see if students are paying attention.	Pre-plan high-level questions that prompt students to think about their learning and make their thinking visible, thereby helping them to consolidate new learning (i.e., help them make sense of learning).

**Upcoming Dates:**

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

**Submitted by Amanda Coufal, Director of Special Education**  
**MDT/IEP Season is Underway:**

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

**Assistive Communication Devices:**

- Amanda Smith, our new PK-12 Speech-Language Pathologist, held an AAC training for special education teachers and paraeducators. The session focused on strategies for effectively using communication devices with non-verbal students. This training will empower staff to support

students in expressing their wants and needs. She will continue to train and monitor staff so they are fully implementing these strategies as the year progresses.

### **Porcelain Press:**

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

### Student Board Member Report

Emma Dukeshearer will serve as the Student Board Representative

### Superintendent's Report

Mr. Hanson gave updates on the start of the school year, school improvement plan, mentoring program and district membership.

Cathy Metcalf submitted her resignation as part time Asst Cook. Melanie Jordan has been reassigned to Ceresco as a Paraeducator.

We did have a medical emergency in the first few days of school. Our staff responded very well. The Medical Response Team met and reviewed the event and, as a result, we have updated some of the language we will use during potential future events.

Bid opening for our second driveway is on September 23 at 3:00 PM.

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

### NASB Monthly Update

### NRCSA Monthly Report

### Update on Superintendent Goals

### Safety Report

### Facilities Report

### Important Upcoming Dates

September 19 - Staff and Family BBQ before the football game 5:00-6:30 PM

September 24 - Area Membership Meeting in Fremont 5:00-8:30 PM

September 25 - Parent Teacher Conferences 12:30-7:30 PM

November 19-21 - State Education Conference in Omaha

### 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 for the approval of the MOE with the Lancaster County Sheriff's Department regarding the SRO position.

Motion by Brase, second by Heyen to approve the Interlocal Agreement with the Lancaster County Sheriff's Office providing an LSO School Resource Officer for the term August 1, 2025 through July 31, 2028 in the amount of \$23,962.00 for the first year of the contract and an increase of 3.5% each contract year thereafter. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to Approve the 2025-26 budget.

Motion by Benes, second by Lange to approve the 2025-2026 budget as follows: General Fund: \$14,176,100.00; Depreciation Fund: \$1,996,685.00; Employee Benefit Fund: \$386,759.00; Activities Fund: \$942,946.00; School Nutrition Fund: \$613,200.00; Bond Fund: \$1,249,902.00; Special Building Fund: \$4,106,859.00; QCPUF Fund: \$2,121.00; and Student Fee Fund: \$38,636.00 for a Total Budget of Disbursements: \$23,513,208.00. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to Set System-Wide 2025-26 Property Tax Request for General Fund, Building Fund, and High School Bond Fund.

Motion by Heyen, second by Benes to approve the tax resolution to set system-wide 2025-2026 property tax request at \$10,127,583.00 with fund requests of: General Fund: \$9,117,481.00; Bond Fund: \$505,051.00; and Special Building Fund: \$505,051.00. RCV 5-0. Motion carried.

Discuss, Consider, and Take Necessary Action to Approve a Temporary Early Retirement Incentive Program

Motion by Benes, second by Heyen to adopt the Temporary Early Retirement Incentive Program Resolution to encourage certificated employees who are considering an early-leaving decision to accelerate their retirement plans, effective at the end of the 2025-2026 school year. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve the update to policy 3132 Internal Controls.

Motion by Brase, second by Benes to approve updated Policy 3132-Internal Controls which includes a newly required travel section. RCV 5-0. Motion carried.

Next Regular Board Meeting

The next regular Board of Education Meeting will be held Wednesday, October 15, 2025.

Adjournment

Motion by Benes, second by Lange to adjourn the meeting at 6:32 PM. RCV 5-0. Motion carried.

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

Friday, October 3, 2025 at 3:30 PM

Raymond Central Jr-Sr High School - Mustang Room

1800 West Agnew Road

Raymond, NE 68428-9783

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

Call to Order and Pledge of Allegiance

President Burklund called the meeting to order at 3:30 PM and the Pledge of Allegiance was said.

Motion to Excuse Board Member's Absence

All members were present.

Open Meetings Law

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

Public Forum

New Business

Discuss, consider, and take necessary action for the approval of a contract with Steve Harris Construction, Inc. for the 2nd driveway into the property and to repair concrete in the south parking lot.

Motion by Matulka, second by Brase to accept and approve the contract with Steve Harris Construction Inc, to complete the East Entrance Road Project and south parking lot concrete repair at a cost of \$495,666.84. RCV 6-0. Motion carried.

Adjournment

Motion by Matulka, second by Benes to adjourn the meeting at 3:48 PM. RCV 6-0. Motion carried.





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

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	9/1/2025 9/30/2025	9/1/2024 9/30/2024
Balance - Beginning of Month	\$3,659,892.40	\$2,601,611.09
Receipts	\$898,830.42	\$1,296,331.87
Interest Earned	\$7,380.89	\$6,646.76
Disbursements	<u>-\$1,029,553.32</u>	<u>-\$871,904.66</u>
Certificate of Deposit	<u>\$1,046,829.13</u>	<u>\$1,000,000.00</u>
Balance - End of Month	\$4,583,379.52	\$4,032,685.06



# Raymond Central Public Schools

## General Fund Receipts

September 2025

LANCASTER COUNTY TREASURER	TAXES	\$114,779.45
	MOTOR VEHICLE TAXES	\$26,233.99
	FINES & FEES	\$1,390.05
	CARLINE TAX	\$185.14
	PERSONAL PROPERTY TAX	\$8,004.80
SAUNDERS COUNTY TREASURER	TAXES	\$563,283.43
	MOTOR VEHICLE TAXES	\$20,483.11
	FINES & FEES	\$1,903.12
	CARLINE TAX	\$107.56
SEWARD COUNTY TREASURER	TAXES	\$13,978.46
	MOTOR VEHICLE TAXES	\$1,028.29
	FINES & FEES	\$8.54
BUTLER COUNTY TREASURER	TAXES	\$1,476.23
	MOTOR VEHICLE TAXES	\$337.51
	FINES & FEES	\$3.27
VILLAGE OF VALPARASIO	LIQUOR LICENSE FEES	\$1,120.00
VILLAGE OF RAYMOND	LIQUOR LICENSE FEES	\$300.00
STATE OF NEBRASKA	STATE AID- SEPT	\$119,720.00
	MEDICAID IN PUBLIC SCHOOLS	\$1,066.23
ESU RECEIPTS	EMPOWER TCHR REIMB	\$1,388.76
PRE K TUITION	PRE K TUITION	\$3,400.00
NON-REVENUE RECEIPTS	EFURNATURE- Damaged Science Desk	\$500.00
RCPS HOT LUNCH FUND	SEPT PAYROLL EXPENSES REIMB	\$18,132.48
JONES BANK	GENERAL FUND INTEREST SEPT	\$7,380.89
TOTAL		\$906,211.31

SEPT 2025	Percent of Year Completed		8.30%			
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	\$693,517.57	\$693,517.57	\$1,095,061.26	7.68%	13.60%
Motor Vehicle Tax	\$540,000.00	\$48,082.90	\$48,082.90	\$27,649.31	8.90%	5.03%
Public Power Tax (5% Gross)	\$7,400.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Carline Taxes	\$2,000.00	\$292.70	\$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	\$7,380.89	\$7,380.89	\$6,646.76	14.76%	22.16%
Local License Fees	\$300.00	\$1,420.00	\$1,420.00	\$0.00	473.33%	0.00%
Other Local Receipts(Pre-K)	\$30,000.00	\$3,400.00	\$3,400.00	\$4,825.00	11.33%	24.13%
Fines & License Fees	\$50,000.00	\$3,304.98	\$3,304.98	\$1,277.07	6.61%	3.19%
ESU Receipts	\$5,000.00	\$1,388.76	\$1,388.76	\$0.00	27.78%	0.00%
State Aid	\$1,197,203.00	\$119,720.00	\$119,720.00	\$126,835.00	10.00%	10.25%
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	\$0.00	\$0.00	0.00%	0.00%
Pro-Rate Motor Vehicles	\$12,000.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
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	\$0.00	\$0.00	\$0.00	0.00%	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%
Misc Local Revenue	\$150,000.00	\$0.00	\$0.00	\$0.00	0.00%	100.00%
Carl Perkins	\$2,500.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Other Non-Revenue Receipts	\$2,000.00	\$500.00	\$500.00	\$1,620.00	25.00%	100.00%
Ag Land,Personal Prop Credit	\$0.00	\$8,004.80	\$8,004.80	\$8,819.65	0.00%	100.00%
Sale of Property	\$200.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
MIPS-Medicaid-Public Schools	\$22,000.00	\$1,066.23	\$1,066.23	\$8,017.99	4.85%	20.04%
Insurance Adjustments	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	100.00%
<b>TOTAL</b>	<b>\$12,656,409.00</b>	<b>\$888,078.83</b>	<b>\$888,078.83</b>	<b>\$1,281,020.24</b>	<b>7.02%</b>	<b>11.18%</b>
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	\$467,239.34	\$467,239.34	\$398,570.10	7.70%	6.76%
Special Education	\$2,490,000.00	\$169,166.14	\$169,166.14	\$143,689.44	6.79%	5.86%
Guidance	\$240,000.00	\$29,122.69	\$29,122.69	\$21,975.45	12.13%	10.99%
School Health Nurse	\$117,000.00	\$11,158.75	\$11,158.75	\$9,247.44	9.54%	7.97%
Safety & Security	\$53,000.00	\$3,801.54	\$3,801.54	\$0.00	7.17%	0.00%
Activities	\$90,000.00	\$29,212.60	\$29,212.60	\$14,207.04	32.46%	15.79%
Media, Technology	\$820,000.00	\$46,948.69	\$46,948.69	\$37,405.02	5.73%	4.68%
Gen.Admin (Supt/BOE/Legal)	\$396,000.00	\$27,685.76	\$27,685.76	\$27,063.22	6.99%	6.29%
School Admin (Principals)	\$1,070,000.00	\$79,798.06	\$79,798.06	\$77,115.98	7.46%	8.97%
Business	\$190,000.00	\$9,971.49	\$9,971.49	\$12,552.03	5.25%	3.59%
Operation/Maint of Plant	\$1,510,000.00	\$90,931.53	\$90,931.53	\$68,403.34	6.02%	5.77%
Pupil Transportation	\$570,100.00	\$36,201.71	\$36,201.71	\$22,187.71	6.35%	5.27%
Fed. Grants (Title,Perkins)	\$335,000.00	\$10,588.33	\$10,588.33	\$5,865.83	3.16%	2.02%
Transfers	\$225,000.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
<b>TOTAL</b>	<b>\$14,176,100.00</b>	<b>\$1,011,826.63</b>	<b>\$1,011,826.63</b>	<b>\$838,282.60</b>	<b>7.14%</b>	<b>6.38%</b>



# Raymond Central Public Schools

## Financial Report 9-30-25

### 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 -September 1, 2025	\$3,659,892.40
September Receipts	\$906,211.31
September Disbursements	<u>-\$1,029,553.32</u>
Cash Balance - September 30, 2025	\$3,536,550.39
Certificate of Deposit	<u>\$1,046,829.13</u>
Combined Balance - September 30, 2025	<u>\$4,583,379.52</u>

### 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 -September 1, 2025	\$229,796.64
September Receipts	21218.12
September Disbursements	<u>-44356.11</u>
Cash Balance - September 30, 2025	\$206,658.65

### 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 -September 1, 2025	\$2,448,078.56
September Receipts	\$109,410.76
September Disbursements	<u>\$0.00</u>
Cash Balance - September 30, 2025	\$2,557,489.32
Certificate of Deposit	<u>\$1,120,805.93</u>
Combined Balance - September 30, 2025	<u>\$3,678,295.25</u>

### 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 -September 1, 2025	\$679,750.26
September Receipts	\$10,805.62
September Disbursements	<u>\$0.00</u>
Cash Balance - September 30, 2025	<u>\$690,555.88</u>

## 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 -September 1, 2025	\$193,239.49
September Receipts	\$296.48
September Disbursements	<u>\$0.00</u>
Cash Balance - September 30, 2025	\$193,535.97
Certificate of Deposit	<u>\$1,771,445.33</u>
Combined Balance - September 30, 2025	\$1,964,981.30

## QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

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

Funded by: Local taxes via tax levy.

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

Cash Balance -September 1, 2025	\$2,113.56
September Receipts	\$0.53
September Disbursements	<u>\$0.00</u>
Cash Balance - September 30, 2025	\$2,114.09

## 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 -September 1, 2025	\$102,758.02
September Receipts	\$67.57
September Disbursements	<u>\$0.00</u>
Cash Balance - September 30, 2025	\$102,825.59
Certificate of Deposit	<u>\$273,725.45</u>
Combined Balance - September 30, 2025	\$376,551.04



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

<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Balance</u>
Annual	15,963.86	1,270.00	6,027.76	11,206.10
AP Funds	55,990.73	0.00	0.00	55,990.73
APEX	119.05	0.00	0.00	119.05
ART CLUB	596.79	0.00	0.00	596.79
Athletics	100,504.32	9,229.00	24,790.79	84,942.53
Band	(607.40)	120.00	0.00	(487.40)
Band Trip	10,669.76	0.00	0.00	10,669.76
Baseball	(119.41)	0.00	0.00	(119.41)
Boys BB	2,002.90	0.00	0.00	2,002.90
Ceresco Pop	99.86	0.00	0.00	99.86
Cheerleaders	6,108.01	399.49	1,882.00	4,625.50
Choir	13,298.72	0.00	0.00	13,298.72
Class 2025	651.50	0.00	0.00	651.50
Class 2028	4,850.81	0.00	0.00	4,850.81
Class 2029 Field Trip Funds C	3,006.38	0.00	0.00	3,006.38
Class 2030 Field Trip Funds C	3,245.11	0.00	0.00	3,245.11
Class 2031	6,769.42	0.00	0.00	6,769.42
Class 2032 Field Trip Funds C	2,984.12	0.00	0.00	2,984.12
Class 2032 Field Trip Funds V	2,791.43	0.00	0.00	2,791.43
Class 2033 Field Trip Funds C	1,816.18	0.00	0.00	1,816.18
Class 2033 Field Trip Funds 2033	1,896.95	0.00	0.00	1,896.95
Class 2035 Cer	556.85	0.00	0.00	556.85
Class 2035 Val	1,684.09	0.00	0.00	1,684.09
Class 2036 C	287.63	0.00	0.00	287.63
Class 2036 Val	454.72	0.00	0.00	454.72
Class 2037 C	324.25	0.00	0.00	324.25
Class 3037 V	390.84	0.00	0.00	390.84
Class of 2026	989.66	0.00	0.00	989.66
Class of 2027	4,079.55	0.00	0.00	4,079.55
Class of 2034 Ceresco	1,394.10	0.00	0.00	1,394.10
Class of 2034 V	1,303.17	0.00	0.00	1,303.17
College Access Grant	4,329.20	0.00	0.00	4,329.20
Cross Country	2,969.90	95.00	2,713.24	351.66
Culinary Snack Cart	1,639.50	0.00	0.00	1,639.50
Dance	(402.29)	1,288.66	2,242.90	(1,356.53)
DI	4,614.68	0.00	0.00	4,614.68
Elem Fundraising	54,869.45	0.00	26.99	54,842.46
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	(1,752.63)	395.30	255.00	(1,612.33)
FFA Act	18,218.58	275.00	656.53	17,837.05
Fines	807.31	0.00	0.00	807.31
Football	2,006.99	171.00	49.84	2,128.15
Girls BB	1,259.39	0.00	0.00	1,259.39
Girls Wrestling	433.57	0.00	0.00	433.57
Golf Activity	1,068.91	0.00	0.00	1,068.91

<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Balance</u>
HAL	59.66	0.00	0.00	59.66
HS Caring Shelves	2,883.10	0.00	76.07	2,807.03
HS Pop	2,075.06	40.00	0.00	2,115.06
HS Quiz Bowl	199.63	0.00	211.95	(12.32)
JH Boys BB	128.71	0.00	0.00	128.71
JH Boys Wrestling	(171.25)	0.00	0.00	(171.25)
JH Football	515.69	325.20	276.92	563.97
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	1,363.05	0.00	0.00	1,363.05
JH Track	2,508.56	0.00	0.00	2,508.56
JH Volleyball	1,339.13	0.00	0.00	1,339.13
JR Achievements	629.57	0.00	0.00	629.57
Library	2,171.77	0.00	439.00	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	1,860.66	513.50	1,046.45	1,327.71
Professional Development	10,161.59	0.00	507.23	9,654.36
PTO	(214.61)	0.00	100.00	(314.61)
RC Backpack	20,853.95	300.00	0.00	21,153.95
RC Blue Crew	42.73	0.00	0.00	42.73
RC Concessions	25,141.08	10,300.00	12,436.01	23,005.07
RC Foundation	24.00	0.00	0.00	24.00
Restitution	190.00	0.00	0.00	190.00
Score Vision	15,384.93	0.00	0.00	15,384.93
Service Fees (Activity Acct)	14,441.16	633.42	0.00	15,074.58
Skills USA	330.99	0.00	0.00	330.99
Social Justice	194.12	0.00	0.00	194.12
Softball	3,739.12	0.00	18.99	3,720.13
Spanish Club	1,220.93	254.40	0.00	1,475.33
Speech	11,767.31	0.00	435.00	11,332.31
Spring Musical	3,455.33	0.00	30.00	3,425.33
'Stang Gang Student Section	0.00	0.00	0.00	0.00
Student Council	9,169.29	0.00	0.00	9,169.29
Student Pop	1,818.48	0.00	60.00	1,758.48
Testing	4,688.23	198.00	0.00	4,886.23
Track	1,384.70	0.00	0.00	1,384.70
TShirt Press Acct	(491.64)	234.00	491.06	(748.70)
Unified Team	614.00	0.00	0.00	614.00
Val Book Fair	8,499.44	0.00	0.00	8,499.44
Val Pop	30.36	0.00	0.00	30.36
VolleyBall	9,254.32	0.00	133.00	9,121.32
Weight Room	4,050.00	0.00	0.00	4,050.00
Wrestling	1,111.14	0.00	0.00	1,111.14



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

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Expenses</u>	<u>Balance</u>
Activity Pass	8,461.00	1,615.00	0.00	10,076.00
Ag-Ed Labs	2,077.13	30.00	0.00	2,107.13
Art Class	1,299.43	305.00	0.00	1,604.43
Chromebooks	5,440.00	1,770.00	0.00	7,210.00
Foods Class	705.43	225.00	0.00	930.43
Service Fees (Student Fees)	611.43	1,524.48	1,420.73	715.18
Skills USA	1,010.33	0.00	0.00	1,010.33
Sports Fees	3,000.22	2,065.00	0.00	5,065.22
Tech Ed	1,489.65	1,090.00	1,248.64	1,331.01

Monthly Bills



# Raymond Central Public Schools

## Bills Paid Sept. 2025

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

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
9/19/2025	RCPS Dist 161	September Payroll	846,692.55
09/17/2025	Norris Public Power	Electricity HS	13,859.00
09/25/2025	Alternative Service & Repair	Bus 22 Repair/Replace Turbo	9,821.01
09/08/2025	Apptegy, Inc	Thrillshare Rooms Subscrip. renewal	8,124.37
09/12/2025	Social Institute	Social Emotional Curr. 6-12	7,392.00
09/08/2025	CommonLit	6-12 ELA Curric.	6,500.00
09/25/2025	Alternative Service & Repair	Bus 19A - Replace Bearings/rotors	5,567.69
09/08/2025	Pine Cove Consulting	Managed Tech Service August 2025	4,500.00
09/23/2025	SchoolStatus, LLC	Tchr Eval Software, Curr. Improvement	3,960.00
09/15/2025	US Bank	Ipads/apple pencil Sped & RegEd	3,899.00
09/29/2025	Kidwell	Entrance camera for District office	3,595.00
09/12/2025	Johnstone Supply	Filters	3,459.96
09/25/2025	Omaha Public Power Dist	Electricity C-	3,311.11
09/08/2025	Institute for Multi Sensory Education	IMSE OG training 3rd Grade Tchrs	3,200.00
09/08/2025	Omaha Public Power Dist	Electricity C-	3,130.62
09/25/2025	NCSA	NCSA Membership Renewals (6)	3,045.00
09/17/2025	Renaissance Learning Inc.(WI)	FastBridge Subscription for Jr/Sr HS	3,004.82
09/08/2025	Character Strong	K-5 online SEL curriculum	2,999.00
09/25/2025	Follett Software, LLC	Library Software Renewal Destiny	2,933.20
09/17/2025	US Bank	Repair/Parts for Compressor	2,889.98
09/17/2025	US Bank	Locks- HS Gym lockers, cell phone holder	2,774.77
09/08/2025	Access Systems, Inc	Copiers- Monthly	2,761.00
09/12/2025	Butler Public Power District	Electricity V	2,696.16
09/25/2025	Integrated Controls	Replace Old Controller HeatPump V	2,599.50
09/08/2025	Computer Hardware	5 Document Cameras C/V	2,440.00
09/25/2025	Innovative Office Solutions, LLC	General Tchg Supplies HS,MS	2,418.77
09/17/2025	US Bank	Art supplies -MS	2,214.71
09/08/2025	Hands of Heartland	SPED Transitional Program Aug 2025	2,068.08
09/17/2025	US Bank	HS Art Supplies: Clay, Pens,Ect	1,808.31
09/08/2025	Schaefer's Inc	Washer/Dryer SPED C	1,698.00
09/12/2025	Praire Mechanical Corporation	Replace Control Board V Rm208	1,560.00
09/12/2025	Matheson Tri-Gas Inc.	Welder Repair Ag Shop	1,416.87
09/15/2025	US Bank	Psych SpEd Evaluation Supplies	1,377.60
09/08/2025	Liberty Lawn & Landscape	Lawn Treatment,Weed Spray HS	1,375.00
09/17/2025	Oticon Edumic	2Transmitters/Mics Hearing Impaired Sped	1,259.99
09/08/2025	Alternative Service & Repair	Bus 17B Replace Manifold/Heater	1,172.61
09/25/2025	Comforttechs	HVAC Repair /Add Refrigerant HS	1,120.00
09/12/2025	Rack Performance Inc.	Curriculum for Strength& Cond. Class HS	1,000.00
09/25/2025	Brooke L. Cheleen	Aug 2025 SPED Physical Therapy	991.95
09/17/2025	US Bank	Tech.Supplies, Presentation Clickers	944.26
09/08/2025	5T Lawn & Landscape	Aug Mowing C, V	920.00
09/08/2025	Alternative Service & Repair	Bus 22 Replace Horn	884.26
09/25/2025	Black Squirrel Timing	Timing System - XC meet 10/2/25	865.40
09/25/2025	Alternative Service & Repair	DOT Insp:11,17A,B,19A,B,C,D,,21,22,23A,E	845.00
09/17/2025	US Bank	English Textbooks	820.00
09/12/2025	Integrated Controls	Rewired Controls HeatPumpHS	780.00
09/08/2025	Teaching Strategies LLC	GOLD NE Bundle- PreK	753.20
09/17/2025	US Bank	Lab/Class Supplies/ materials Tech Ed	706.56
09/17/2025	US Bank	5 24" Monitors	699.95
09/08/2025	Waste Connections Co	Garbage HS, V	698.33
09/08/2025	Village of Ceresco	Utilities C Aug	679.05
09/25/2025	Alternative Service & Repair	Bus 23 Oil/Filers	678.81
09/08/2025	Eakes Office Solutions	Custodial Supplies HS, V, C	677.58
09/08/2025	Comforttechs	HVAC Repair C	670.00
09/15/2025	US Bank	Home Depot Order: Set Const One Act	631.26
09/25/2025	Flinn Science	Science Classroom Supplies	603.00
09/17/2025	US Bank	Docking Stations,IPad Cases	602.86
09/12/2025	Windstream	Phone HS, Fax	574.48
09/17/2025	US Bank	6 Tchr/Staff Desk Chairs C,V	569.94
09/12/2025	TK Elevator Corporation	Elevator Service ,V&HS 9/25 - 11/25	569.28

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
09/17/2025	US Bank	2nd Grade Classroom Supplies	542.01
09/17/2025	US Bank	Cases- iPads, Keyboard, Mouse,TV Mounts	520.31
09/08/2025	Dietze Music	Band Class Supplies	508.70
09/17/2025	US Bank	HS/MS English Supplies	502.59
09/17/2025	Nebraska Rural Community School Ass	NRCSA Membership	500.00
09/12/2025	Summit Fire Protection	Fire Alarm Semi-Annual Inspect V	468.00
09/15/2025	US Bank	One Act Scripts and Performance Rights	449.40
09/17/2025	US Bank	PE Equipment C,V	434.50
09/17/2025	US Bank	Study Nook for Hall, Micro for PE tchr V	414.55
09/08/2025	Alternative Service & Repair	Bus19B Repace Horn	411.00
09/17/2025	US Bank	SPED Supplies C, V,HS	408.47
09/12/2025	Ron's Rolloffs Inc.	Dumpster/Dump Fees HS,V	381.20
09/17/2025	US Bank	NEMTSS Conf-Newman/Osten/Roussan	375.00
09/15/2025	US Bank	Supplies for FCS Classes	373.76
09/17/2025	US Bank	Medical Exam Table for Val	359.98
09/08/2025	One Source	Employee Background Checks	355.00
09/15/2025	US Bank	HS/MS SpEd Classroom Supplies	345.98
09/15/2025	US Bank	Elem Supplies C/V-K.Hudson	342.38
09/17/2025	US Bank	Science Classrooms - Supplies	341.83
09/17/2025	ZIG'S MUFFLER	Muffler & Tail Pipe Prek Bus	340.00
09/25/2025	Bauer Built Tire & Service	Replace 2 Tires Bus 19C	337.08
09/08/2025	Electronic Contracting Company	Quarterly Monitoring Fee- Alarms V	324.00
09/17/2025	US Bank	Science Dept.Supplies	323.47
09/12/2025	NREA	NREA Membership-Supt+Board	300.00
09/15/2025	US Bank	Soccer Nets V	299.17
09/17/2025	US Bank	Maint.Supplies HS,C,V,Buses	293.41
09/12/2025	Village of Valparaiso	Utilities V	292.52
09/17/2025	US Bank	2nd Grade Supplies	269.96
09/17/2025	US Bank	3rd/ 5th Grade Classroom Supplies	269.41
09/25/2025	Platte Valley Equipment	Starter Motor- Gator	266.43
09/12/2025	J. W. Pepper & Son Inc.	Conference Choir Music	266.24
09/08/2025	A-1 Flags Poles & Repair	Flags HS	259.00
09/17/2025	US Bank	STEM Materials C & Mtg Regist DK	243.79
09/17/2025	US Bank	2 Security TVs HS	239.98
09/25/2025	NE Public Health Environ. Lab	Required Water Testing HS	238.00
09/08/2025	Intermedia.net, INC	Phone Service 7/2/25 - 8/1/25	225.62
09/15/2025	US Bank	Yearly Science Curriculum Subscrip.	225.00
09/12/2025	Matheson Tri-Gas Inc.	Oxygen & Acetylene/Welding Class Supply	211.27
09/17/2025	Lancaster County Sheriff's Office	SRO - FB Game August	206.54
09/08/2025	Donald R. Prentice	Extermination Service	205.00
09/12/2025	NCSA	NASES Conf / SpEd Director	200.00
09/15/2025	US Bank	Elementary Music Class supplies	200.00
09/15/2025	Jackson Services Inc.	Mats/Mops	199.02
09/15/2025	US Bank	Guidance Counselor. Prof Membership Fee	199.00
09/17/2025	Ward's Science	Fetal Pigs for Animal Science	195.23
09/17/2025	US Bank	HS Science Supplies	192.64
09/25/2025	Big Rig Repair, Inc	Snow Plow Brace kit	173.00
09/12/2025	School Specialty	Rolls of colored paper C	164.88
09/08/2025	Oak Valley Lumber Co	Building Maint Supplies	163.74
09/17/2025	US Bank	Classroom Supplies - Jr HS	159.96
09/08/2025	HD Supply FKA Home Depot Pro	Maint.Supplies HS	159.00
09/15/2025	US Bank	AP Style Guide Books	156.06
09/29/2025	Lincoln Northwest High School Theatre	One Act Registration	150.00
09/08/2025	Menards Lincoln	Bus Cleaning Supplies	145.76
09/08/2025	National Association for Music Educatr	Membership Dues	143.00
09/15/2025	US Bank	Music Teacher Prof Organization Fee	143.00
09/25/2025	John Kliment	SpEd Mileage Reimb Aug12-Sept 16	140.00
09/25/2025	NCSA	School Law Update -Supt	140.00
09/25/2025	Column Software PBC	Publications	136.80
09/08/2025	Hydro Optimization & Automation Sol	Well Pump Remote Service HS	131.25
09/12/2025	Nebraska Association of School Board	NAEP Annual Fee -PB & CR	130.00
09/17/2025	US Bank	Business Class Supplies	129.85
09/12/2025	Crees, Jennifer	Mileage Reimb HealthTech 8/13 - 9/10/25	129.50
09/25/2025	Benes Service	Lawn/Grounds Supplies	121.50
09/29/2025	Ash, Juwlien	Reissue 2 Lost Spch Judge Ck#11040,11112	120.00
09/15/2025	US Bank	Command Strips, Grade book, tacks HS	117.53

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
09/12/2025	Silverstrand, Marty	Parent Mileage Reimb Aug 2025	112.00
09/12/2025	Wahoo Newspaper	Subscription Wahoo Newspaper HS Libr.	103.59
09/08/2025	Nebraska GFWC NFWC	Quiz Bowl Entry 10/22	100.00
09/17/2025	US Bank	Binders for reading MS	95.99
09/25/2025	Egan Supply Co.	Squeegee Blades- Upright Scrubber	95.37
09/08/2025	Cengage Learning	Acct. Curriculum Online	94.00
09/08/2025	Mattice Lock Shop	Privacy lever HS	93.63
09/15/2025	US Bank	Supplies for Teachers & office HS	90.50
09/25/2025	Electronic Contracting Company	Quarterly Monitoring Fee- Alarms HS	87.00
09/17/2025	US Bank	6th Grade Supplies	85.94
09/08/2025	Electronic Contracting Company	Quarterly Monitoring Fee- Alarms C	81.00
09/17/2025	US Bank	English Department Supplies	77.98
09/17/2025	US Bank	Office Supplies, Reading Books V	72.88
09/17/2025	US Bank	NE Notary Bond with E&O for CCR	72.50
09/17/2025	US Bank	Val Office Supplies	65.88
09/17/2025	US Bank	Thermometer Health Office C	64.97
09/08/2025	Amanda Ehlers	RN Reimb Mileage 8/6 - 8/29	64.40
09/17/2025	US Bank	Jr HS Math Classroom supplies	63.35
09/29/2025	Halvorson, Kasey	Relssue Lost Spch Judge Check#9800	60.00
09/12/2025	Truck Center Companies	Bus - Harness	58.37
09/08/2025	KSB School Law PC LLO	Legal Service	58.00
09/25/2025	Institute for Multi Sensory Education	Fidelity guides/ OG Instruction	57.95
09/17/2025	US Bank	Business Classroom Supplies	55.28
09/08/2025	Turman, Clair	Mileage Reimb SLP MJuly/Aug2025	50.68
09/08/2025	ASI	Payflex Admin Fees	50.00
09/08/2025	Nebraska GFWC NFWC	Girls Quiz bowl Entry 10/1	50.00
09/15/2025	US Bank	SuptBooth at Tchr's Career Fair WSU	50.00
09/17/2025	US Bank	SpEd Supplies HS	43.98
09/17/2025	US Bank	ShelvingHS Office copy room	39.59
09/25/2025	Colorado/West Equipment	Misc.Bus Parts	39.07
09/15/2025	US Bank	Program for visuals PreK	36.00
09/17/2025	US Bank	Omaha World Herald Monthly subsc	33.98
09/17/2025	US Bank	Office Supply V	33.53
09/12/2025	Jones, Kate	Reimb Gas Purchase Skills USA Event	30.39
09/19/2025	Dickey, Chris	Activity Worker Pay	30.00
09/17/2025	US Bank	HS General Ed Supplies	29.98
09/17/2025	US Bank	Supplies: Softball,XC,Concessions	29.97
09/17/2025	US Bank	SLP Supplies	29.69
09/08/2025	Column Software PBC	Publications	29.40
09/08/2025	Institute for Multi Sensory Education	HS Sped OG Materials	23.90
09/17/2025	US Bank	Spanish Class Supplies	21.99
09/19/2025	Educational Service Unit #3	Registration for training R Parks	20.00
09/12/2025	Truck Center Companies	Bus - Harness-Headlamp	17.80
09/08/2025	Column Software PBC	Publications	14.70
09/08/2025	Column Software PBC	Publications	12.44
09/25/2025	Column Software PBC	Publications	12.44
09/17/2025	US Bank	command strips for posters	9.85
09/17/2025	US Bank	PreK classroom materials	5.94

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

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
8/19/2025	RCPS Dist 161	Hot Lunch Staff September Payroll	18,963.78
09/15/2025	Sysco Lincoln	Food and supply	16,824.71
09/15/2025	Hiland Dairy	Milk	3,004.05
09/15/2025	US Foods Inc.	Food and supply	2,250.63
09/25/2025	Comforttechs	Repairs Kitchen C	1,885.00
09/15/2025	Cash-Wa Distributing	Food and supply	1,085.48
09/10/2025	EduTrak Fees	Edutrak Processing Fees	597.74
09/15/2025	US Bank	Food	227.94
09/15/2025	TechMasters Heating & Air	Repair Dishwasher C	215.42
09/15/2025	Jackson Services Inc.	Kitchen Cloths	132.66



## Raymond Central Public Schools

### Student Activities Fund Checks September 2025

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
Annual	09/12/2025	Marathon Printing	Reorder of Yearbooks	1,134.76
Annual	09/15/2025	US Bank	Annual	99.00
Annual	09/17/2025	US Bank	yearbook cameras	4,794.00
Athletics	09/29/2025	Woita, Andrea	JHVB Official 9/29	105.00
Athletics	09/29/2025	Dailey, Jean	JHVB Official 9/29	105.00
Athletics	09/29/2025	Woepfel, Ed	10/3 Football Official	140.00
Athletics	09/29/2025	Cotton, Adrian	9/29 SB Umpire	140.00
Athletics	09/29/2025	Keeney, Jordyn	VB Invite Official 10/4	325.00
Athletics	09/29/2025	Gubbels, Chuck	VB Invite Official 10/4	325.00
Athletics	09/29/2025	Russel, Isaak	VB Invite Official 10/4	325.00
Athletics	09/29/2025	Steele, Kelley	VB Invite Official 10/4	325.00
Athletics	09/29/2025	Rasmussen, Dale	Cross Country Starner 10/2	100.00
Athletics	09/29/2025	Castillo, Cutty Louis	9/29 SB Umpire	140.00
Athletics	09/29/2025	Mandl, Anthony	10/3 Football Official	140.00
Athletics	09/29/2025	Zabel, Brody	10/3 Football Official	140.00
Athletics	09/29/2025	Wiltfong, Carson	10/3 Football Official	140.00
Athletics	09/29/2025	Wyatt, Tobin	10/3 Football Official	140.00
Athletics	09/29/2025	Hawkins, Brad	SB Umpire 9/29	140.00
Athletics	09/29/2025	Barrientos, Bob	9/29 SB Umpire	140.00
Athletics	09/29/2025	Hudl	Hudl Services 25/26 School year	13,600.00
Athletics	09/30/2025	BCW Enterprises LLC	JHFB Official 9/30	100.00
Athletics	09/30/2025	Lanham, Todd	JHFB Official 9/30	100.00
Athletics	09/30/2025	Drews, Aaron	JHFB Official 9/30	100.00
Athletics	09/02/2025	Woita, Andrea	JHVB Official 9/2	105.00
Athletics	09/02/2025	Miller, Gail	JHVB Official 9/2	105.00
Athletics	09/02/2025	Castillo, Eric	JV/V Softball Umpire 9/2	140.00
Athletics	09/02/2025	Athow, Mark	JV/V Softball Umpire 9/2	140.00
Athletics	09/04/2025	Dazot Dezign	Senior Banners 2025-2026	2,160.00
Athletics	09/04/2025	Dazot Dezign	Extra 2 Senior Banners	80.00
Athletics	09/08/2025	Fillmore Central Athletic Department	Volleyball tourney fee 9/20	125.00
Athletics	09/04/2025	DC West High School	XC Entry Fee 9/4	150.00
Athletics	09/09/2025	Woita, Andrea	High School VB Official 9/11	105.00
Athletics	09/09/2025	Miller, Gail	High School VB Official 9/11	105.00
Athletics	09/09/2025	Hunt, Mat	High School VB Official 9/9	120.00
Athletics	09/09/2025	Hartsick, Jason	High School VB Official 9/9	120.00
Athletics	09/09/2025	Abler, Zane	JH Volleyball Official 9/9	105.00
Athletics	09/09/2025	Miller, Gail	JH Volleyball Official 9/9	105.00
Athletics	09/11/2025	Malcolm Public Schools	Softball Tourney Entry Fee 9/13	150.00
Athletics	09/11/2025	BCW Enterprises LLC	JHFB Official 9/11	100.00
Athletics	09/11/2025	Lanham, Todd	JHFB Official 9/11	100.00
Athletics	09/11/2025	Drews, Aaron	JHFB Official 9/11	100.00
Athletics	09/15/2025	Woita, Andrea	JH Volleyball Official 9/15	105.00
Athletics	09/15/2025	Gubbels, Chuck	HS Volleyball Official 9/18	120.00
Athletics	09/15/2025	Athow, Mark	SB Umpire 9/18/2025	140.00
Athletics	09/15/2025	Hawkins, Brad	SB Umpire 9/18/2025	140.00
Athletics	09/15/2025	Akers, Mark	HS Volleyball Official 9/18	120.00
Athletics	09/15/2025	Scanlon, Jill	JH Volleyball Official 9/15	105.00
Athletics	09/15/2025	US Bank	Food for coaches breakfast	80.93
Athletics	09/15/2025	US Bank	Vinegar to wash backpacks	11.96
Athletics	09/15/2025	US Bank	Athletics	519.96
Athletics	09/17/2025	US Bank	Athletics	17.94
Athletics	09/17/2025	Senters, Todd	Football Official 9/19	140.00
Athletics	09/17/2025	Nebraska City Public Schools	Softball Tourney 9/20	125.00
Athletics	09/17/2025	Hodges, John	Football Official 9/19	140.00
Athletics	09/17/2025	Knapp, Jared	Football Official 9/19	140.00
Athletics	09/17/2025	Wirth, Al	Football Official 9/19	140.00
Athletics	09/17/2025	Travis, Brent	Football Official 9/19	140.00
Athletics	09/19/2025	Malcolm Public Schools	XC Meet Entry Fee 9/23	150.00

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
Athletics	09/19/2025	Woita, Andrea	Volleyball Tourney Official 9/20	140.00
Athletics	09/19/2025	Abler, Zane	Volleyball Tourney Official 9/20	140.00
Athletics	09/22/2025	Schulte, Vern	JV Football Official 9/22	80.00
Athletics	09/22/2025	BCW Enterprises LLC	JV Football Official 9/22	80.00
Athletics	09/22/2025	Lanham, Todd	JV Football Official 9/22	80.00
Athletics	09/22/2025	Nelson, Austin	JV Football Official 9/22	80.00
Athletics	09/23/2025	Miller, Gail	JHVB Official 9/23	105.00
Athletics	09/23/2025	Castillo, Eric	SB Umpire 9/25	140.00
Athletics	09/23/2025	Harstick, Jason	HSVB Official 9/25	120.00
Athletics	09/23/2025	Fuentes, Eric	HSVB Official 9/23	120.00
Athletics	09/23/2025	Hunt, Mat	HSVB Official 9/23	120.00
Athletics	09/23/2025	Meduna, Bridget	HSVB Official 9/25	120.00
Athletics	09/23/2025	Abler, Zane	JHVB Official 9/23	105.00
Athletics	09/23/2025	Hawkins, Brad	SB Umpire 9/25	140.00
Cheer	09/04/2025	Placke Pro Photo	Cheer Photo Fee	150.00
Cheer	09/17/2025	Lennon, Kyler	Choreography Fee: State Cheer	500.00
Cheer	09/23/2025	Fundraiser Blankets	Cheer Fundraiser Blankets	1,232.00
Cross Country	09/08/2025	Hauff Mid America Sports	Cross Country Shirts	416.70
Cross Country	09/15/2025	US Bank	Cross Country Warmups	1,879.84
Cross Country	09/25/2025	Hauff Mid America Sports	XC Shirts	416.70
Dance Team	09/04/2025	Placke Pro Photo	Team Pictures	150.00
Dance Team	09/04/2025	Rebel Athletic Inc	Dane Uniform Dress	1,447.15
Dance Team	09/04/2025	Rebel Athletic Inc	Dane Uniform Dress	210.75
Dance Team	09/08/2025	Krueger, Adrianna	State Hip Hop	350.00
Dance Team	09/15/2025	US Bank	State Dance Music	85.00
Elementary Fundraiser	09/17/2025	US Bank	Zip Ties	26.99
FBLA	09/23/2025	Nebraska FBLA	FLC Registrations - HS	150.00
FBLA	09/23/2025	Nebraska FBLA	FLC Registration - MS	105.00
FFA	09/08/2025	NE FFA Assoc.	Ag Comm Registration	45.00
FFA	09/08/2025	NE FFA Assoc.	State Fair Fee	25.00
FFA	09/15/2025	NAEA District 2	Greenhand day lunch	243.00
FFA	09/15/2025	US Bank	Food Sci Practices	63.62
FFA	09/15/2025	US Bank	Sept. Meeting	53.41
FFA	09/15/2025	US Bank	Officer	226.50
Football	09/17/2025	US Bank	Football	49.84
HS Caring Shelves	09/17/2025	US Bank	HS Caring Shelves	76.07
HS Quiz Bowl	09/17/2025	US Bank	Buzzer Systems	211.95
JH Football	09/15/2025	US Bank	JH Football Supplies	276.92
Library	09/15/2025	US Bank	Library resources	439.00
One Act	09/15/2025	US Bank	outsiders tickets for drama, stud.	880.00
One Act	09/17/2025	US Bank	One Act	166.45
Professional Developm	09/15/2025	US Bank	Lunch for new teachers: 8/6	142.03
Professional Developm	09/15/2025	US Bank	Breakfast for Staff Inservice 8/8	89.50
Professional Developm	09/15/2025	US Bank	Office/Staff Supplies	32.98
Professional Developm	09/15/2025	US Bank	PreK Family Open House Supplies	180.90
Professional Developm	09/15/2025	US Bank	Staff Meeting Supplies	61.82
PTO	09/15/2025	US Bank	P/T Conference Scheduler	100.00
RC Concessions	09/29/2025	Pepsi Cola Of Lincoln	Concessions Restock	1,012.20
RC Concessions	09/08/2025	RC Jr High Football	Profit from 9/2 conc.	219.00
RC Concessions	09/08/2025	Otte Oil & Propane Inc.	RC Concessions	35.52
RC Concessions	09/08/2025	Pepsi Cola Of Lincoln	Inside Concession Restock	292.05
RC Concessions	09/08/2025	Pepsi Cola Of Lincoln	Outside Concessions Restock	389.40
RC Concessions	09/08/2025	Del Gould Meat Co., Inc	Concessions restock	415.53
RC Concessions	09/08/2025	Teammates of RC	Profit from 8/29 conc.	581.70
RC Concessions	09/08/2025	RC Post Prom	Profit from softball concessions 8/26	182.10
RC Concessions	09/08/2025	RC Post Prom	Profit from 9/2 conc.	146.70
RC Concessions	09/08/2025	Great Plains Beef LLC	Initial Burger and Hot Dog Restock	895.00
RC Concessions	09/17/2025	RCPS FBLA	Profit from jhfb conc. 9/11	106.50
RC Concessions	09/17/2025	RCPS FBLA	Profit from jhvb conc. 9/11	163.80
RC Concessions	09/17/2025	Raymond Central One Act Play	Profit from 9/15 conc.	193.50
RC Concessions	09/17/2025	RC Spanish Club	Profit from conc. 9/9	254.40
RC Concessions	09/15/2025	US Bank	Nacho Cheese for Concessions	908.32
RC Concessions	09/15/2025	US Bank	Concessions - softball	48.82

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
RC Concessions	09/15/2025	US Bank	Cheese for Concessions	50.16
RC Concessions	09/15/2025	US Bank	Concessions items	523.61
RC Concessions	09/15/2025	US Bank	Chips for Concessions	170.82
RC Concessions	09/15/2025	US Bank	pretzels and pam spray for conc.	129.92
RC Concessions	09/15/2025	US Bank	pretzels and pam for conc.	129.92
RC Concessions	09/15/2025	US Bank	Concessions Restock: Sams	1,887.41
RC Concessions	09/15/2025	US Bank	Grease Drain for Outdoor	29.53
RC Concessions	09/15/2025	US Bank	hot dog roller for inside concessions	159.99
RC Concessions	09/17/2025	Sysco Lincoln	Tortilla chips and popcorn	158.52
RC Concessions	09/17/2025	Cash-Wa Distributing	pizzas, pbm&m	1,295.75
RC Concessions	09/17/2025	RC Booster Club	Profit from jhfb conc. 9/11	106.50
RC Concessions	09/17/2025	US Bank	RC Concessions	44.46
RC Concessions	09/17/2025	US Bank	Salt Shakers for Concessions	23.84
RC Concessions	09/17/2025	US Bank	Grill scraper for outdoor	5.94
RC Concessions	09/23/2025	RCPS FBLA	Profit from 9/18 conc.	184.50
RC Concessions	09/23/2025	RCPS FBLA	Profit from 9/20 conc.	204.60
RC Concessions	09/23/2025	RCHS Girls Basketball	Profit from 9/19 conc.	591.00
RC Concessions	09/23/2025	Great Plains Beef LLC	Burgers and Dogs Restock	895.00
Softball	09/17/2025	US Bank	stencils for softball	18.99
Speech	09/25/2025	Nebraska Speech Communications	Registration fees & Membership	435.00
Spring Musical	09/12/2025	RC TSHIRT FUND	Musical shirts	30.00
Student Pop	09/17/2025	US Bank	Jacob Staroscik - Gift Card 1st	30.00
Student Pop	09/17/2025	US Bank	Trace Baasch 1st Baby Gift Card	30.00
TShirt Press	09/15/2025	US Bank	Tshirts	491.06
Volleyball	09/25/2025	Hauff Mid America Sports	VolleyBall	133.00



## Raymond Central Public Schools

### Student Fees Fund Checks September 2025

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
Service Fees (Student Fees)	09/30/2025	EduTrak Fees	Service Fees (Student Fees)	320.73
Service Fees (Student Fees)	09/08/2025	Rcps Hot Lunch Fund	Transfer Fees pd	100.00
Service Fees (Student Fees)	09/08/2025	RCPS General Fund	Transfer PreK Tuition Fees pd	1,000.00
Tech Ed Student Fees	09/08/2025	Menards Lincoln	Supplies for project	182.66
Tech Ed Student Fees	09/08/2025	Menards Lincoln	Tech Ed Class Stud. Fee	57.28
Tech Ed Student Fees	09/15/2025	US Bank	OSHA 10	525.00
Tech Ed Student Fees	09/15/2025	US Bank	OOSHA 10	35.00
Tech Ed Student Fees	09/17/2025	Liberty Hardwoods Inc.	Class materials	448.70

Policy Review

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

Correspondence/Recognition

Courtney Polak - 2025 U.S. Presidential Scholars Program's Distinguished Teacher.

Sarah Lange - 2025 U.S. Presidential Scholar.

Marching Band Received a 1 Rating at the Bennington Marching Festival.

Bullying Determination and Investigation Protocol

Asst Principal Abby Horbach discussed our Bully Investigation Process.

# Raymond Central School District Bullying Investigation Protocol

If a student, staff, parent, or you feel an act of bullying has occurred in your building, follow the guidelines below to investigate the matter.

---

## **Bullying incident reported or submitted through the [Raymond Central Complaint Form](#) or [Google Survey](#) (by student, parent, school, staff, or witnessing student):**

1. Administrator gathers “just the facts” and completes the [Bullying Screening Tool](#)
    - A. **YES:** If the screener delineated that bullying **IS** articulated: The school will:
      1. Notify the parent of the target that an investigation will occur.
      2. A Pre-Safety plan is created for those needed by the school.  
[Pre-Investigation Safety Plan](#)  
Notify necessary staff members (teachers, counselors, nurse, etc.)
      3. The District Office is notified - copies of the [Bullying Screening Tool](#) and [Complaint Form](#) are sent to Superintendent & Admin Assistant.  
Superintendent will determine who will investigate the case if there is a conflict of interest.
      4. Original complaint form and screening tool are placed in the specified binder in the district office.
    - B. **NO:** If the screener delineated that bullying is **NOT** articulated:
      1. Administration will proceed with normal building procedures (consequence, code of conduct violation, referral to school counselor, conflict mediation, no action, parent contact, etc).
      2. Original complaint form and screening tool are placed in the specified binder in the district office.
- 

## **If determined Investigation WILL to occur, the administration investigating will:**

- Begin Investigation ([Bully Investigation Process Checklist](#))
- If special ed student, contact Special Ed Director
- Conduct Intake Interview with target ([Bully Investigation Interview Form](#))
- Interview Witnesses including staff ([Sample staff questions](#))
- Interview student(s) accused of bullying
- Communicate to school personnel as necessary
- Notify parents about their child being a part of a fact finding interview

## **After investigation the following will occur:**

- An [Investigation Summary Letter](#) will be provided to the building administrator(s) and parents within 10 days of the initial report. (Building administration responsible for mailing to parent/guardian.)
- Additional action/follow up will be determined and communicated to the building administrator. Building level administration will be responsible for assigning [consequences](#) and creating a [Post Investigative Safety Plan](#) (if necessary)
- The investigator will enter the report in PowerSchool and place all documentation paperwork in the specified binder in the district office.

## Raymond Central Screening Tool for Alleged Bullying

(Please use one form for each target and/or alleged)

<b>Admin Completing Form:</b>		<b>Date:</b>	
<b>Target Name:</b>			
<b>Grade:</b>		<b>IEP:</b>	<b>Yes    No</b>
<b>Alleged student(s) involved:</b>			
<b>Allegation Reported (summary report from target):</b>			
<b>Summary of problem-solving or conflict resolution <u>already attempted</u> at the building level (if any):</b>			

## **Raymond Central Screening Tool for Alleged Bullying**

1. Is the behavior reported unwanted/unwelcome?

- Yes
- No

2. Is the behavior negative and/or aggressive?

- Yes
- No

3. Is there severity, persistence or pervasiveness?

*This is indicated by signifying yes to any of the following questions:*

a. Have there been multiple incidents (on average two times per week for two weeks)?

- Yes
- No

b. Has there been physical injury or the potential for physical injury?

- Yes
- No

c. Are there multiple targets or multiple students accused of bullying?

- Yes
- No

d. Is the behavior occurring in multiple locations/settings?

- Yes
- No

4. Is the target having a hard time defending him/herself?

- Yes
- No

5. A post was created on a social media site that has potential to be viewed by others and causes a disruption to the school environment.

- Yes-Screenshots provided with screener
- No

# Raymond Central Screening Tool for Alleged Bullying

## **Section 2 – Decision Rule**

### **Proceed to Intake Investigation if:**

- ALL of Questions 1, 2, 3 (only one of the conditions for #3 requires a yes), and 4 are marked YES, OR
- If the answer to Question 5 is “YES.”

### **Address Behavior as if it potentially violates the Code of Conduct:**

- Questions 1–4 do not all indicate YES, and #5 is NO.
  - In this case, handle through restorative practices, teacher intervention, classroom consequences, conflict resolution, etc.
- 

## **Section 3 – Documentation**

### **Immediate safety measures taken (check all):**

- Parties separated
- Parent(s) notified
- Counselor contacted
- Safety plan
- Necessary staff notified
- Medical attention needed
- Evidence collected (screenshots, statements, etc.)
- Other: \_\_\_\_\_

**Administrator conducting screener:** \_\_\_\_\_

**Date sent to Superintendent / Admin Assistant:** \_\_\_\_\_

## Raymond Central Bully Investigation Process Checklist:

School: \_\_\_\_\_

School Contact person: \_\_\_\_\_

Target(Complaint) Name: \_\_\_\_\_

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

- \_\_\_\_\_ Received copy of screening tool from the Superintendent's office/Building Admin
- \_\_\_\_\_ Scheduled investigation/Work with school/admin to find a location to conduct investigation
- \_\_\_\_\_ Conduct investigation (**If IEP, contact Sped Director first**):
  - \_\_\_\_\_ Fill-out [Bully Investigation Interview Forms](#)
  - \_\_\_\_\_ Go over the 4 statements on Bully Interview Form-asking for clarification with student or staff member
  - \_\_\_\_\_ Take statements
    - \_\_\_\_\_ Complaint person
    - \_\_\_\_\_ Targeted student (if different than complaint person)
    - \_\_\_\_\_ Witnesses
    - \_\_\_\_\_ Staff
    - \_\_\_\_\_ Accused
    - \_\_\_\_\_ Staff
  - \_\_\_\_\_ Go over statement with student/staff member-(may print a copy to have person sign)
  - \_\_\_\_\_ Admin to contact all parents letting them know their child had been part of an investigation at school (even if their student is a witness)
  - \_\_\_\_\_ Fill-out [Bully Investigation Summary Report](#)
  - \_\_\_\_\_ Print out and sign a copy-email it to admin/Superintendent/Admin Assistant
- \_\_\_\_\_ Make a log entry in PowerSchool
  - \_\_\_\_\_ include whether complaint is founded or unfounded
  - \_\_\_\_\_ Log in PowerSchool under Log type=Bully investigation; title=Bully Investigation
- \_\_\_\_\_ Make an individual file for each investigation
- \_\_\_\_\_ Give all documentation to Superintendent/Admin Assistant

Fall Map Score Presentation

Superintendent Hanson reviewed Map scores from this fall.

[MAP Growth Reports](#) > RAYMOND CENTRAL PUBLIC SCHOOLS

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2025-2026

Term Tested

Fall 2025-2026

Course

Math K-12

Update

Filters (0)

Apply Filters

# RAYMOND CENTRAL PUBLIC SCHOOLS

District Profile

## Achievement Overview

RAYMOND CENTRAL PUBLIC SCHOOLS | Math K-12

Grade	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All Grades		459

Percentiles Key

- 1st - 20<sup>th</sup> (Red)
- 21st - 40<sup>th</sup> (Orange)
- 41st - 60<sup>th</sup> (Yellow)
- 61st - 80<sup>th</sup> (Green)
- >80<sup>th</sup> (Blue)

Rostered Fall 2025-2026  
Tested Fall 2025-2026

[More information about this chart](#)

### About this chart

This chart shows achievement percentiles for one testing term.

**Single-term achievement** represents student performance at a single moment in time. You can use achievement percentiles to understand how student scores compare to other same-grade US student scores.

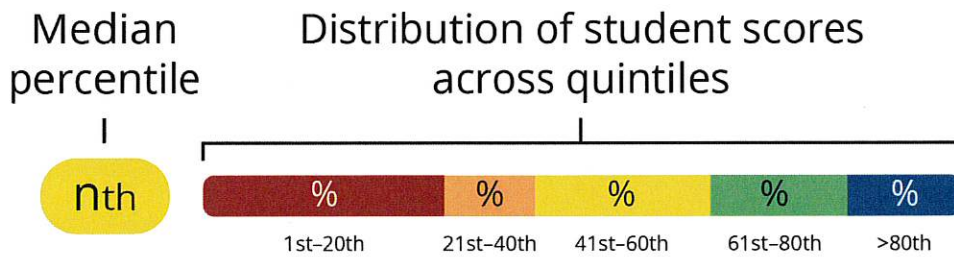
## Definitions

**Percentile.** Norm-based information about where a student’s observed score falls within the range of scores produced by other same-grade US students.

**Median percentile.** The middle percentile value when a group of percentiles are ordered from lowest to highest.

**Distribution.** A representation of the range of scores for a group of students, indicating the number and/or percentages of scores within five percentile levels, or quintiles.

**Quintiles.** Five percentile levels based on NWEA normative data: 1st–20th (red), 21st–40th (orange), 41st–60th (yellow), 61st–80th (green), and greater than 80th (blue).



## Learn More

For more information, visit [Help Center: District Profile Report](#)

District Profile

## Achievement by Grade

RAYMOND CENTRAL PUBLIC SCHOOLS | Math K-12

Grade ↑	Achievement Fall 2025- 2026 Median <b>Sort by</b> -- select an option -- and Distribution	Average RIT	Num of Stud
Grade 3	67th	190	50
Grade 4	60th	200	40
Grade 5	59th	212	50
Grade 6	69th	218	52
Grade 7	65th	223	53
Grade 8	72nd	235	51
Grade 9	70th	233	49
Grade 10	63rd	235	56
Grade 11	79th	244	58

**Percentiles Key** ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Fall 2025-2026  
Tested Fall 2025-2026

[More information about this chart](#) ▼

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[MAP Growth Reports](#) > RAYMOND CENTRAL PUBLIC SCHOOLS

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2025-2026 ▼

Term Tested

Fall 2025-2026 ▼

Course

Reading ▼

Update

Filters (0)

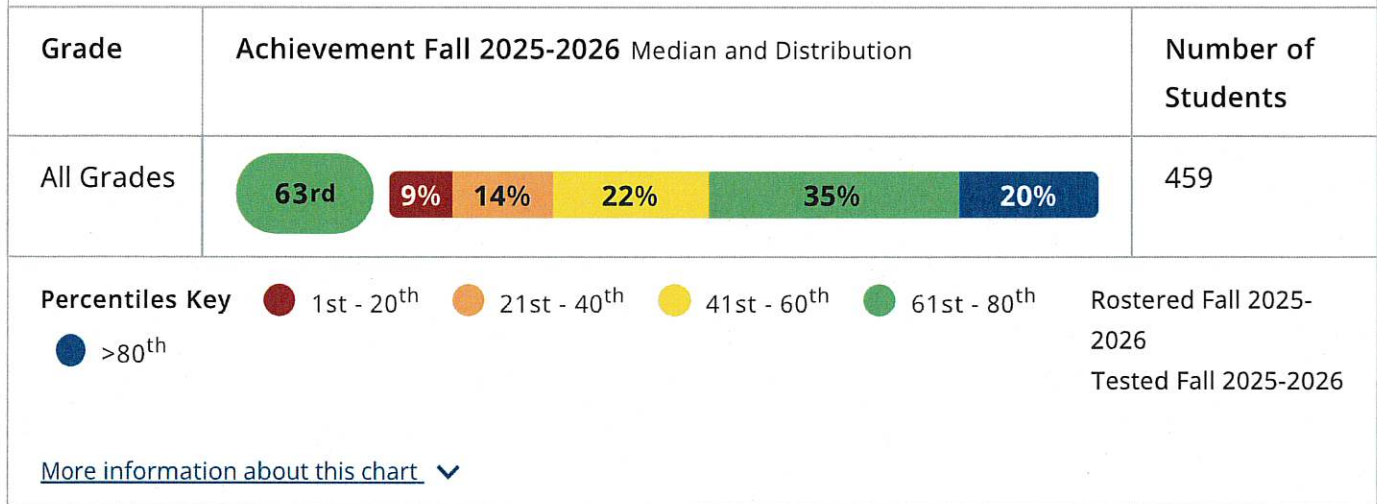
Apply Filters

# RAYMOND CENTRAL PUBLIC SCHOOLS

District Profile

## Achievement Overview

RAYMOND CENTRAL PUBLIC SCHOOLS | Reading



District Profile

## Achievement by Grade

RAYMOND CENTRAL PUBLIC SCHOOLS | Reading

Grade ↑	Achievement Fall 2025- 2026 Median <b>Sort by</b> -- select an option -- and Distribution	Average RIT	Num of Stud
Grade 3	62nd 16% 16% 14% 30% 24%	189	50
Grade 4	61st 10% 13% 25% 42% 10%	199	40
Grade 5	61st 8% 18% 24% 34% 16%	207	50
Grade 6	55th 12% 15% 33% 23% 17%	211	52
Grade 7	63rd 11% 13% 21% 32% 23%	216	53
Grade 8	64th 4 18% 21% 35% 22%	222	51
Grade 9	67th 8% 10% 23% 47% 12%	221	49
Grade 10	59th 11% 14% 27% 30% 18%	221	56
Grade 11	73rd 2 14% 12% 41% 31%	227	58

**Percentiles Key** ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup> Rostered Fall 2025-2026  
Tested Fall 2025-2026

[More information about this chart](#) ▼

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[MAP Growth Reports](#) > RAYMOND CENTRAL PUBLIC SCHOOLS

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2025-2026

Term Tested

Fall 2025-2026

Course

Language Usage

Update

Filters (0)

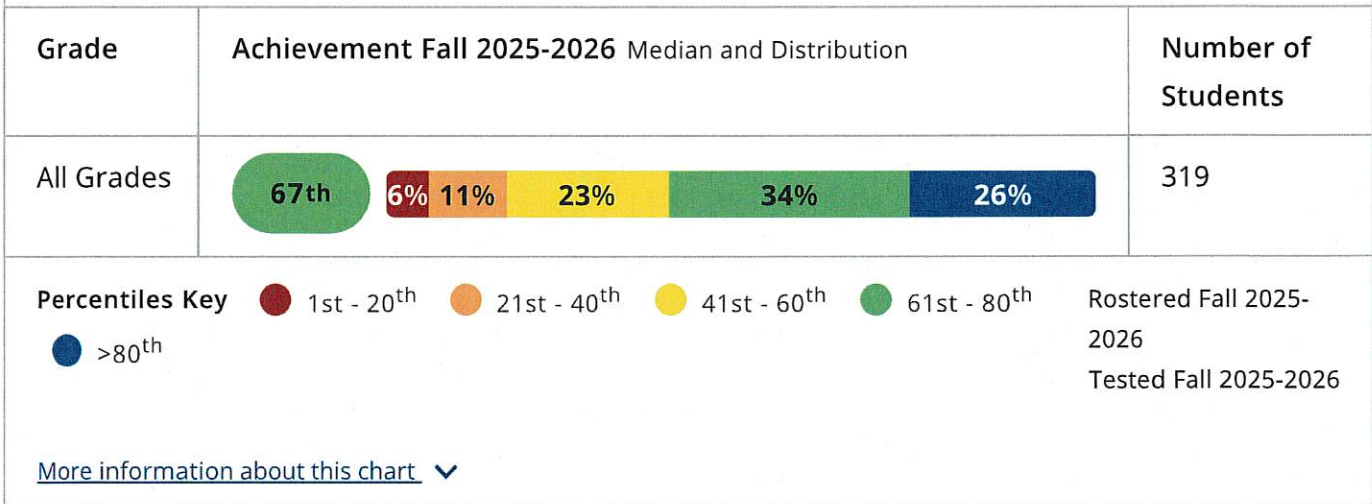
Apply Filters

# RAYMOND CENTRAL PUBLIC SCHOOLS

District Profile

## Achievement Overview

RAYMOND CENTRAL PUBLIC SCHOOLS | Language Usage



District Profile

## Achievement by Grade

RAYMOND CENTRAL PUBLIC SCHOOLS | Language Usage

Grade ↑	Achievement Fall 2025- 2026 Median <b>Sort by</b> -- select an option -- and Distribution	Average RIT	Num of Stud
Grade 6	68th	213	52
Grade 7	65th	214	53
Grade 8	70th	222	51
Grade 9	67th	218	49
Grade 10	63rd	221	56
Grade 11	69th	227	58

**Percentiles Key** ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Fall 2025-2026  
Tested Fall 2025-2026

[More information about this chart](#) ▼

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[MAP Growth Reports](#) > RAYMOND CENTRAL PUBLIC SCHOOLS

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2025-2026

Term Tested

Fall 2025-2026

Course

Science K-12

Update

Filters (0)

Apply Filters

# RAYMOND CENTRAL PUBLIC SCHOOLS

District Profile

## Achievement Overview

RAYMOND CENTRAL PUBLIC SCHOOLS | Science K-12

Grade	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All Grades		155
<b>Percentiles Key</b> <span style="color: red;">●</span> 1st - 20 <sup>th</sup> <span style="color: orange;">●</span> 21st - 40 <sup>th</sup> <span style="color: yellow;">●</span> 41st - 60 <sup>th</sup> <span style="color: green;">●</span> 61st - 80 <sup>th</sup> <span style="color: blue;">●</span> >80 <sup>th</sup>		Rostered Fall 2025-2026 Tested Fall 2025-2026
<a href="#">More information about this chart</a>		

District Profile

## Achievement by Grade

RAYMOND CENTRAL PUBLIC SCHOOLS | Science K-12

Grade ↑	Achievement Fall 2025- 2026 Median <b>Sort by</b> -- select an option -- and Distribution	Average RIT	Num of Stud
Grade 8		218	51
Grade 9		215	48
Grade 10		218	56

**Percentiles Key** ● 1st - 20<sup>th</sup> ● 21st - 40<sup>th</sup> ● 41st - 60<sup>th</sup> ● 61st - 80<sup>th</sup> ● >80<sup>th</sup>

Rostered Fall 2025-2026  
Tested Fall 2025-2026

[More information about this chart](#) ▼

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# map GROWTH SCIENCE

MAP® Growth™ Science provides valuable data for teachers on students' science knowledge and supports learners as they work toward STEM- or STEAM-focused coursework or careers.

## Measure science learning with confidence

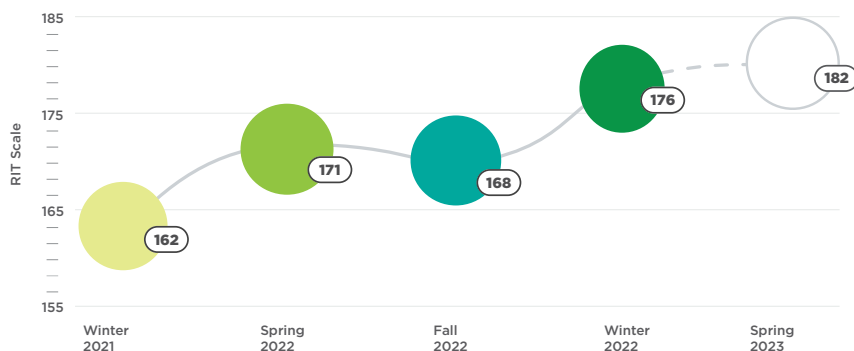
By adapting to each student's performance, all MAP Growth science tests offer a personalized assessment experience. Test questions get harder or easier based on whether the student gets the previous question correct, allowing MAP Growth to assess student understanding above and below grade level.

## See growth over time

MAP Growth Science reveals how much academic growth has occurred between testing events. When combined with MAP Growth Norms—a percentile that helps educators determine how a student's growth compares to similar students—educators can track growth through the school year and over multiple years.

## Answer important questions like:

- Is each student growing academically?
- How does a student's achievement and growth compare to students across the nation?



## Get actionable insights with MAP Growth reports

Easy-to-use reports help you quickly access essential insights about student understanding and unfinished learning. Reports provide overall RIT scores as well as instructional area scores that give immediate insight into students' instructional levels as they progress toward end-of-year state summative tests. With MAP Growth reporting, you can:

- Measure achievement and growth over time
- Use exclusive norms to compare student achievement and growth over time to comparable students across the United States
- Evaluate science-related programs and interventions
- Identify professional development needs
- Inform instructional planning using valid, reliable, and actionable data

## ADD SCIENCE TO YOUR MAP GROWTH LICENSE

MAP Growth Science assessments can be added onto your MAP Growth K-12 license. Contact your NWEA account representative to find out how.

## GRADE LEVELS

2-12

## LANGUAGES

English

## FREQUENCY



Fall Winter Spring Summer\*

\*Optional

## AREAS COVERED

### Grades 2-12:

- Life sciences
- Earth and space sciences
- Physical sciences

### Grades 9-12:

- Life science (biology)

## GRADE-LEVEL INDEPENDENCE

Measures achievement of every student, whether on, above, or below grade level—even if standards change.

## TEST TIME

### MAP Growth:

- 45-55 minutes

### Screening assessment:

- ~30 minutes

\*All assessments are untimed

## NUMBER OF TEST ITEMS

Map Growth: 43

Screening assessment: 20

## STANDARDS ALIGNMENT

State standards

Next Generation Science Standards (2013)

## Make data-driven decisions

**Inform resource allocation:** Administrators use MAP Growth assessment data to determine program and resource needs, as well as to help figure out where scarce resources should be allocated in order to help the most students.

**Identify students in need:** Instructional support staff use precise assessment data from MAP Growth to help identify students who may need intensified support or who could benefit from additional assessment.

**Focus instructional planning:** Teachers use MAP Growth data to identify common opportunity areas for students and to inform adjustments to instructional plans at the term and unit level.

---

## Three interim assessments to support science learners:

### (1) MAP Growth Science - aligned to state science standards

MAP Growth Science assesses student understanding of specific science concepts and skills in three major science domains, all with embedded engineering design:

- Life sciences
- Earth and space sciences
- Physical sciences

The test pools are composed of items aligned to state standards. The overall score and instructional area scores for each domain provide insights into a student's instructional level. MAP Growth Science tests provide relevant results and help students prepare for end-of-year, state-mandated assessments.

MAP Growth Science is available for students in grades 2–12 and includes three test types (2–5, 6–8, 9–12).

### (2) MAP Growth Science for use with Next Generation Science Standards (NGSS) (2013) - for states, districts, or schools that have adopted or modified NGSS

MAP Growth Science for use with NGSS measures multidimensional science learning and is appropriate for states that have adopted NGSS or similar standards based on the Framework for K-12 Science Education. The tests measure growth in student understanding using items that assess various combinations of science and engineering practices, crosscutting concepts, and disciplinary core ideas.

The tests organize the NGSS performance expectations into three disciplinary instructional areas, all with embedded engineering design:

- Life sciences
- Earth and space sciences
- Physical sciences

MAP Growth Science for use with NGSS is available for students in grades 2–12 and includes three test types (2–5, 6–8, 9–12).

### (3) MAP Growth Life Sciences for use with NGSS

For those who have adopted NGSS or similar standards, we offer MAP Growth Life Sciences, a course-specific assessment for students in grades 9–12 taking biology classes.

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## RELIABLE TECHNOLOGY

Our online assessment platform is compatible with most popular operating systems, browsers, and devices—including iPads® and Chromebooks®. Because the assessment platform is stable, scalable, and reliable, schools can test on a schedule that meets their needs.

---

## ACCESSIBILITY & UNIVERSAL FEATURES

Magnification, screen reader (JAWS) compatible (grades 2–12)

Refreshable braille (grades 2–12)

Keyboard navigation

Color contrast adjustment

Universal Design for Learning (UDL)

Text-to-speech (grades 2–12)

WCAG (grades 2–12)

Alternative text descriptions for images (grades 2–12)

---

## DRIVE GROWTH WITH A STRONG ACTIVATION PLAN

Designed to replicate best practices from our most successful partner schools and districts, our recommended MAP Growth activation plan helps educators tackle common instructional challenges.

This activation plan includes a comprehensive guided implementation process, professional learning experiences that hone assessment literacy and instructional planning, and data conversations with assessment experts that provide educators with an expert review of district-level data and suggested next steps.



---

## ABOUT NWEA

NWEA® is a not-for-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit [NWEA.org](https://www.nwea.org) to find out how NWEA can partner with you to help all kids learn.

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AUG22 | KAP9093

# map GROWTH MATH

## The precise way to measure achievement and growth

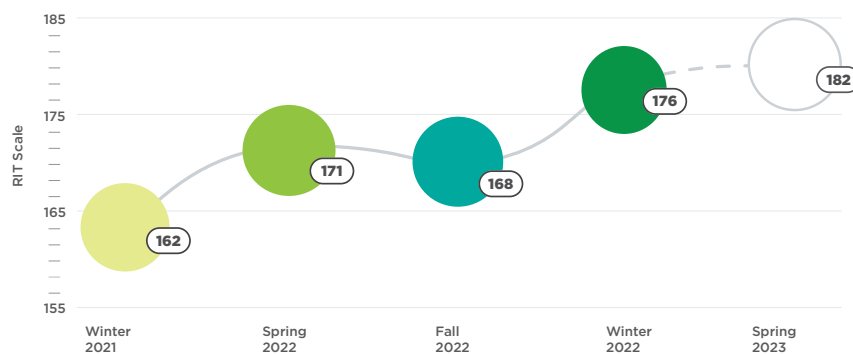
MAP® Growth™ Math is an interim adaptive assessment for grades K–12 that precisely measures student achievement and growth. Specific assessments for primary-grade students and students who speak Spanish are included with your MAP Growth Math K–12 license. For valuable data on student achievement and growth in specific upper-level math courses, assessments for Algebra 1, Geometry, Algebra 2, and Integrated Mathematics are also available.

## See growth over time

MAP Growth Math reveals how much academic growth has occurred between testing events. When combined with MAP Growth Norms—a percentile that helps educators determine how a student's growth compares to similar students—educators can track growth through the school year and over multiple years.

## Answer important questions like:

- Is each student growing academically?
- How does a student's achievement and growth compare to students across the nation?



## Get actionable insights with MAP Growth reports

Easy-to-use reports help you quickly access essential insights about student understanding and unfinished learning. Reports provide overall RIT scores as well as instructional area scores that give immediate insight into students' instructional levels as they progress toward end-of-year, state-mandated assessments. With MAP Growth reporting, you can:

- Measure achievement and growth over time
- Use exclusive norms to compare student achievement and growth over time to comparable students across the United States
- Evaluate math-related programs and interventions
- Identify professional development needs
- Inform instructional planning using valid, reliable, and actionable data

## INCLUDED IN YOUR MAP GROWTH K-12 LICENSE

MAP Growth Math assessments are included in your MAP Growth K–12 license and do not require a separate purchase.

## GRADE-LEVEL INDEPENDENCE

Measures achievement of every student, whether on, above, or below grade level—even if standards change.

## GRADE LEVELS

### K-12

(English and Spanish)

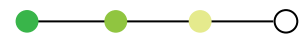
## LANGUAGES

English

Spanish\*

\*MAP Growth Math K-2 screening assessments and skills checklists are only available in English

## FREQUENCY



Fall Winter Spring Summer\*

\*Optional

## AREAS COVERED

### MAP Growth, Grades K-2, 2-5:

Operations and algebraic thinking, number and operations, measurement and data, geometry

### MAP Growth, Grades 6+:

Operations and algebraic thinking, geometry, the real and complex number systems, statistics and probability

\*State-specific alignment available

## NUMBER OF TEST ITEMS

### MAP Growth K-2:

- MAP Growth: 43
- Screening assessment: 32-34
- Skills checklist: 11-53

### MAP Growth 2-5 and 6+:

- MAP Growth: 43
- Screening assessment: 20

## See them grow—in English and Spanish

Spanish-language MAP Growth Math is an equitable assessment tool to allow students to demonstrate their mathematics abilities independent from English language proficiency.

## Make data-driven decisions

**Inform resource allocation:** Administrators use MAP Growth assessment data to determine program and resource needs, as well as to help figure out where scarce resources should be allocated in order to help the most students.

**Identify students in need:** Instructional support staff use precise assessment data from MAP Growth to help identify students who may need intensified support or who could benefit from additional assessment.

**Focus instructional planning:** Teachers use MAP Growth data to identify common opportunity areas for students and to inform adjustments to instructional plans at the term and unit level.

## Support for early learners

MAP Growth includes specific math assessments for emerging readers in grades K–2 that measure student achievement and growth in problem-solving, place value, counting, cardinality, measurement, fractions, and elements of geometry. There are three K–2 assessment types: adaptive growth assessments, screening assessments, and skills checklist assessments. MAP Growth Math K–2 also includes warm-up tests, targeted audio support, and a visual interface—each designed to engage young learners and assess what they know. For more information on K–2 assessments, you can download the [MAP Growth K–2 fact sheet](#). If you have questions regarding whether students should take the K–2 or the 2–5 reading or math assessment, you can find answers in this NWEA Connection article: [When to transition students from MAP Growth K–2 to 2–5 reading or math](#).

## Project math proficiency for state-summative assessments

State-based linking studies allow you to predict student performance on state mathematics tests from MAP Growth Math scores. Use these insights to quickly identify students who could benefit from additional resources and help inform strategies for intervention.

## Continuous improvement for equitable assessments

The item pool for the MAP Growth Math assessment undergoes ongoing reviews to ensure that all students are provided with an equitable assessment experience.

Recent actions taken to continue to improve in this area are:

- Improvements to multiple-choice and hot-text items within the item bank make it easier for students to focus on the content of the test item instead of relearning how to interact with differently styled test items.
- Over 5,000 math items were reviewed to ensure test content does not depict or imply a binary interpretation of gender, particularly in a way that impacts a student's response to an item.

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### TEST TIME

#### MAP Growth K–2:

- MAP Growth: 25–40 minutes
- Screening assessment: ~30 minutes
- Skills checklist: varies based on number of test items

#### MAP Growth 2–5, 6+:

- MAP Growth: 45–55 minutes
- Screening assessment: ~30 minutes

\*All assessments are untimed

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### RELIABLE TECHNOLOGY

Our online assessment platform is compatible with most popular operating systems, browsers, and devices—including iPads® and Chromebooks®. Because the assessment platform is stable, scalable, and reliable, schools can test on a schedule that meets their needs.

---

### DRIVE GROWTH WITH A STRONG ACTIVATION PLAN

Designed to replicate best practices from our most successful partner schools and districts, our recommended MAP Growth activation plan helps educators tackle common instructional challenges.

This activation plan includes a comprehensive guided implementation process, professional learning experiences that hone assessment literacy and instructional planning, and data conversations with assessment experts that provide educators with an expert review of district-level data and suggested next steps.

---

### STANDARDS ALIGNMENT

State standards  
Common Core  
AERO

## Build mastery and improve student readiness with MAP Accelerator

Codeveloped with Khan Academy, MAP Accelerator seamlessly connects MAP Growth Math results to personalized pathways of high-quality content—whether students are below, on, or above grade-level—helping teachers differentiate instruction with as little as 30 minutes of learning a week. Learn more on the [MAP Accelerator homepage](#) or [contact your NWEA account manager](#).

## Keep the learning going with instructional connections

NWEA collaborates with the industry’s top instructional providers to help schools and districts get more from the tools they are already using. MAP Growth Math results connect with high-quality supplementary learning tools to provide a personalized learning experience for students. Learn more on our [instructional connections homepage](#).

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### ACCESSIBILITY & UNIVERSAL FEATURES

Magnification, screen reader (JAWS) compatible (grades 2–12)  
Refreshable braille (grades 2–12)  
Keyboard navigation  
Color contrast adjustment  
Universal Design for Learning (UDL)  
Text-to-speech (grades 2–12)  
WCAG (grades 2–12)  
Alternative text descriptions for images (grades 2–12)



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### ABOUT NWEA

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AUG22 | KAP9092

# map GROWTH READING

## The precise way to measure reading achievement and growth

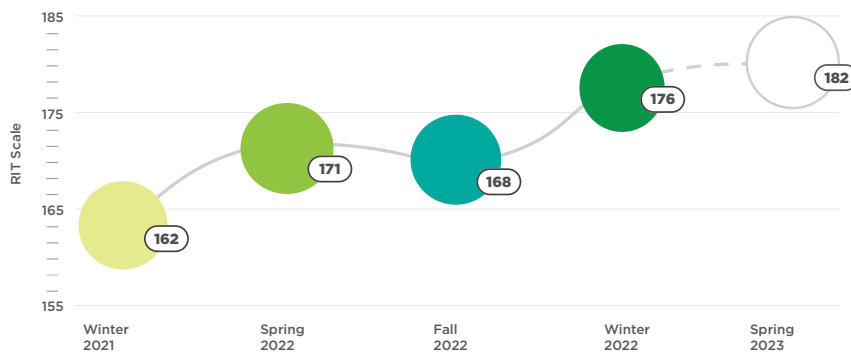
MAP® Growth™ Reading is an interim adaptive assessment that accurately measures student achievement and growth in foundational skills for emerging readers, as well as reading comprehension and vocabulary skills for independent readers in grades K–12. Specific assessments for primary grade students and students who speak Spanish are included with your MAP Growth Reading K–12 license.

## See growth over time

MAP Growth Reading reveals how much academic growth has occurred between testing events. When combined with MAP Growth Norms—a percentile that helps educators determine how a student's growth compares to similar students—educators can track growth through the school year and over multiple years.

## Answer important questions like:

- Is each student growing academically?
- How does a student's achievement and growth compare to students across the nation?



## Get actionable insights with MAP Growth reports

Easy-to-use reports help you quickly access essential insights about student understanding and unfinished learning. Reports provide overall RIT scores as well as instructional area scores that give immediate insight into students' instructional levels as they progress toward end-of-year state summative tests. With MAP Growth reporting, you can:

- Measure achievement and growth over time
- Use exclusive norms to compare student achievement and growth over time to comparable students across the United States
- Evaluate reading-related programs and interventions
- Identify professional development needs
- Inform instructional planning using valid, reliable, and actionable data

## INCLUDED IN YOUR MAP GROWTH K-12 LICENSE

MAP Growth Reading assessments are included in your MAP Growth K–12 license and do not require a separate purchase.

## GRADE-LEVEL INDEPENDENCE

Measures achievement of every student, whether on, above, or below grade level—even if standards change

## GRADE LEVELS

### K-12

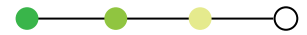
## LANGUAGES

English

Spanish\*

\*MAP Growth Reading K-2 screening assessments and skills checklists are only available in English

## FREQUENCY



Fall Winter Spring Summer\*

\*Optional

## AREAS COVERED

### Grades K-2:

- Foundational skills
- Language and writing
- Literature and informational text
- Vocabulary

### Grades 2-12:

- Literary text
- Informational text
- Vocabulary

## NUMBER OF TEST ITEMS

### MAP Growth K-2:

- MAP Growth: 43
- Screening assessment: 32-34
- Skills checklist: 11-53

### MAP Growth 2-5 and 6+:

- MAP Growth: 43
- Screening assessment: 20

## Continuous improvement for equitable assessments

A team of experts continuously works to ensure that the MAP Growth Reading assessment is free from bias and inclusive of a wide diversity of genres, authors, and culturally relevant texts. MAP Growth reading assessments include:

- Works of fiction and nonfiction, written by authors of varied cultures and life experiences
- Varied text types, such as poetry, drama, fiction, nonfiction, literary nonfiction, and procedural texts
- Literature that features different ethnic, racial, economic, gender, and ability groups
- Topics and themes that represent varied cultures, perspectives, time periods, historical events, geographic regions, and physical environments (urban, suburban, rural)

## Make data-driven decisions

**Inform resource allocation:** Administrators use MAP Growth assessment data to determine program and resource needs, as well as to help figure out where scarce resources should be allocated in order to help the most students.

**Identify students in need:** Instructional support staff use precise assessment data from MAP Growth to help identify students who may need intensified support or who could benefit from additional assessment.

**Focus instructional planning:** Teachers use MAP Growth data to identify common opportunity areas for students and to inform adjustments to instructional plans at the term and unit level.

## Support for early learners

MAP Growth Reading includes specific assessments for K–2 students that measure student achievement and growth in foundational skills, language usage, and writing standards. There are three K–2 assessment types: adaptive growth assessments, screening assessments, and skills checklist assessments. MAP Growth Reading K–2 also includes warm-up tests, targeted audio support, and a visual interface—each designed to engage young learners and assess what they know. For more information on K–2 assessments, you can download the [MAP Growth K-2 fact sheet](#). If you have questions regarding whether students should take the K–2 or the 2–5 reading or math assessment, you can find answers in this NWEA Connection article: [When to transition students from MAP Growth K-2 to 2-5 reading or math](#).

## Reading growth doesn't have a first language

Spanish language MAP Growth Reading is an equitable assessment tool that allows students to demonstrate their reading abilities independent from English language proficiency. This is more than a simple translation—a majority of the content in MAP Growth Reading *en español* was created specifically for the Spanish-language assessment to address the unique learning-to-read progression of Spanish speakers.

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### TEST TIME

#### MAP Growth K-2:

- MAP Growth: 25–40 minutes
- Screening assessment: ~30 minutes
- Skills checklist: varies based on number of test items

#### MAP Growth 2-5, 6+:

- MAP Growth: 45–55 minutes
- Screening assessment: ~30 minutes

\*All assessments are untimed

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### ACCESSIBILITY & UNIVERSAL FEATURES

Magnification, screen reader (JAWS) compatible (Grades 2–12)  
Refreshable braille (Grades 2–12)  
Keyboard navigation  
Color contrast adjustment  
Universal Design for Learning (UDL)  
Text-to-speech (Grades 2–12)  
WCAG (Grades 2–12)  
Alternative text descriptions for images (Grades 2–12)

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### STANDARDS ALIGNMENT

State standards  
Common Core  
AERO

---

### RELIABLE TECHNOLOGY

Our online assessment platform is compatible with most popular operating systems, browsers, and devices—including iPads® and Chromebooks®. Because the assessment platform is stable, scalable, and reliable, schools can test on a schedule that meets their needs.

## Keep the learning going with instructional connections

NWEA collaborates with the industry's top instructional providers to help schools and districts get more from the tools they are already using. MAP Growth Reading results connect with high-quality supplementary learning tools to provide a personalized learning experience for students.



## Project reading proficiency for state summative assessments and beyond

State-based linking studies allow you to predict student performance on state reading assessments from MAP Growth Reading scores. Use these insights to quickly identify students who could benefit from additional resources and help inform strategies for intervention.

Similarly, the SAT® [College Readiness Benchmarks Study](#) identifies MAP Growth Reading cut scores that correspond to college readiness benchmarks on the SAT and provides a set of tables to help teachers and families gauge whether a student is on track in their preparation for post-secondary success.

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## DRIVE GROWTH WITH A STRONG ACTIVATION PLAN

Designed to replicate best practices from our most successful partner schools and districts, our recommended MAP Growth activation plan helps educators tackle common instructional challenges.

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---

### ABOUT NWEA

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# map GROWTH LANGUAGE USAGE

## The precise way to measure achievement and growth

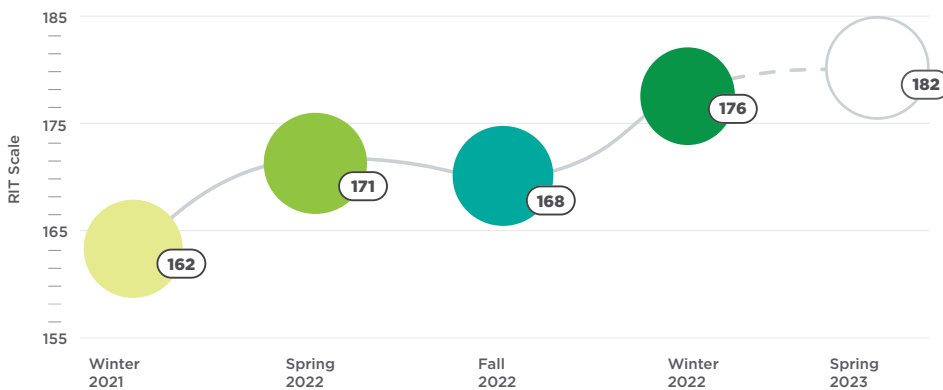
MAP® Growth™ Language Usage is an interim adaptive test that accurately measures student achievement and growth in grammar, mechanics, and elements of writing for students in grades 2–12.

## See growth over time

MAP Growth Language Usage reveals how much academic growth has occurred between testing events. When combined with MAP Growth Norms—a percentile that helps educators determine how a student's growth compares to similar students—educators can track growth through the school year and over multiple years.

## Answer important questions like:

- Is each student growing academically?
- How does a student's achievement and growth compare to students across the nation?



## Get actionable insights with MAP Growth reports

Easy-to-use reports help you quickly access essential insights about student understanding and unfinished learning. Reports provide overall RIT scores as well as instructional area scores that give immediate insight into students' instructional levels. With MAP Growth reporting, you can:

- Measure achievement and growth over time
- Use exclusive norms to compare student achievement and growth over time to comparable students across the United States
- Evaluate language usage-related programs and interventions
- Identify professional development needs
- Inform instructional planning using valid, reliable, and actionable data

## INCLUDED IN YOUR MAP GROWTH K-12 LICENSE

MAP Growth Language Usage assessments are included in your MAP Growth K-12 license and do not require a separate purchase.

## GRADE-LEVEL INDEPENDENCE

Measures achievement of every student, whether on, above, or below grade level—even if standards change

## GRADE LEVELS

2-12

## LANGUAGES

English

## FREQUENCY

Fall Winter Spring Summer\*  
\*Optional

## AREAS COVERED

- Grammar
- Mechanics
- Elements of writing

## NUMBER OF TEST ITEMS

MAP Growth: 43

Screening assessment: 20

## TEST TIME

MAP Growth: 45-55 minutes

Screening assessment:  
~30 minutes

\*All assessments are untimed

## STANDARDS ALIGNMENT

State standards

Common Core

AERO

## Make data-driven decisions

**Inform resource allocation:** Administrators use MAP Growth assessment data to determine program and resource needs, as well as to help figure out where scarce resources should be allocated in order to help the most students.

**Identify students in need:** Instructional support staff use precise assessment data from MAP Growth to help identify students who may need intensified support or who could benefit from additional assessment.

**Focus instructional planning:** Teachers use MAP Growth data to identify common opportunity areas for students and to inform adjustments to instructional plans at the term and unit level.

## Understand your student's language skills in more depth

The MAP Growth reading test provides a wealth of information when used by itself. However, when used in conjunction with the MAP Growth language usage test, an entirely new set of insights are unlocked.

- Do you have students with high reading scores and lower language usage scores who may need additional help understanding the structure and framework of language to maximize their learning growth?
- Do you have students with high language usage scores and lower reading scores who possess knowledge around how language is structured but need help learning how to gather meaning from text?

Understanding the full scope of your students' language abilities will help you better identify what areas they need the most support in and provide the confidence you need to make strong instructional planning decisions.

## Continuous improvement for equitable assessments

The item pool for the MAP Growth Language Usage test undergoes ongoing reviews to ensure that all students are provided with an equitable assessment experience.

Recent actions taken to continue to improve in this area are:

- A review of over 440 spelling items to apply the proper phrase tagging that enables screen readers and braille machines to properly display information to students with special accommodations
- A bias, sensitivity, and fairness (BSF) audit of the item bank to ensure that assessment-related construct-irrelevant variables (CIV) do not stand in the way of students demonstrating their knowledge
- Ongoing efforts to ensure that item RIT calibration levels remain constant over time, ensuring a strong and stable RIT scale to support longitudinal analysis
- New item development to help ensure the content reflects the diverse identities of the students we support

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### ACCESSIBILITY & UNIVERSAL FEATURES

Magnification, screen reader (JAWS) compatible (grades 2-12)  
Refreshable braille (grades 2-12)  
Keyboard navigation  
Color contrast adjustment  
Universal Design for Learning (UDL)  
Text-to-speech (grades 2-12)  
WCAG (grades 2-12)  
Alternative text descriptions for images (grades 2-12)

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### RELIABLE TECHNOLOGY

Our online assessment platform is compatible with most popular operating systems, browsers, and devices—including iPads® and Chromebooks®. Because the assessment platform is stable, scalable, and reliable, schools can test on a schedule that meets their needs.

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### DRIVE GROWTH WITH A STRONG ACTIVATION PLAN

Designed to replicate best practices from our most successful partner schools and districts, our recommended MAP Growth activation plan helps educators tackle common instructional challenges.

This activation plan includes a comprehensive guided implementation process, professional learning experiences that hone assessment literacy and instructional planning, and data conversations with assessment experts that provide educators with an expert review of district-level data and suggested next steps.



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### ABOUT NWEA

NWEA® is a not-for-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit [NWEA.org](https://www.nwea.org) to find out how NWEA can partner with you to help all kids learn.

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

**Professional Development:** Last Friday we continued working toward the installation of our 6-Phase Instructional Model. The Professional Learning Team, led by teacher leaders, provided excellence direction with the New Learning Phase of the model. The staff was attentive and professional. Later in the morning the staff spent time looking at the MAP achievement scores and working through a data protocol to review as a school. Members of the English Language Arts team worked with trainers from CommonLit to continue to implement the resources with fidelity. The staff were also afforded time to review in their subcommittees to discuss any items that might need to be presented to the Mustang Management group. They then spent the rest of the day finalizing grades. It was a very productive day.

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- ASVAB November 12.
- Junior Job Shadow Day November 20; Mini College/Career/Military Fair dates September 24, October 22, November 19, February 4, March 11 - We would love to have local businesses come set up a booth for our career fairs. Please spread the word and have people contact [tasha.osten@rcentral.org](mailto:tasha.osten@rcentral.org).
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**High School Student Council:** Student Council is proud to announce we will be hosting a *community blood drive* on Friday, October 31, 2025, from 9:30 AM-2:00 PM. This is an opportunity for our students, staff, and community members to give back in a meaningful way, and we are excited to support this important cause.

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

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in Kearney alongside Celia, Tasha, and Caitlin. The conference was filled with impactful presentations and practical resources that will strengthen our district's support systems for students at the middle/high school level. We gained valuable insight into strategies surrounding homework organization, attendance interventions, behavioral supports, and academic improvement, and our team is already discussing how to implement several of these ideas to better meet the diverse needs of our students.

In addition, I have been working on revising and finalizing our District Bullying Process and Protocol to ensure alignment with Nebraska state policy and district requirements. This step-by-step process is designed to guide staff through proper reporting, investigation procedures, documentation, and student safety measures. The protocol will help ensure that all concerns are handled with consistency, transparency, and care.

An important aspect of this work is distinguishing between true bullying behaviors and peer conflicts that may require a different type of mediation or resolution. While the process is extensive, it reflects our district's firm commitment to taking bullying seriously and ensuring that every student feels safe, supported, and respected at school.

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

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

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

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

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

**Professional Learning Communities (PLCs):** Grade alike teachers meet weekly in PLCs. Once every three weeks, the grade alike teachers, administration, instructional coach, interventionist, school psychologist and interventionist go through a PLC Data protocol. This process allows us to look at gradewide data to determine if students are making enough progress through Tier 1 instruction. It also allows us to look at intervention group data to determine if students are making adequate progress in Tier 2 and 3 interventions. If not, we follow the collaborative improvement cycle to make adjustments where necessary. We also take the time to celebrate successes!

**Teacher Leadership Team (TLT):** The teacher leadership team meets monthly and in September the team looked at the Fall K-5 benchmark protocols forms and the K-5 Data PLC forms. We took the team through a process to find themes, barriers and to identify next steps. Below are the key takeaways from this meeting that we shared with all staff. Communication is integral to making this process work.

##### **Key Takeaways:**

**Impact Statements:** Everyone was able to locate the impact statements you all came up with and agreed that they aligned well with the data provided.

**Meeting Notes:** One area for improvement is the completeness of the notes taken during PLCs. We believe this may have been due to the deep discussions taking place, which made it challenging to capture everything. Since those discussions are the most important part, we've made some adjustments to the documents to help ensure that whoever is taking notes knows exactly what details to record.

**Interventions and Decision Rules:** The team noticed that some interventions did not always align with the impact statements or the data. As we move forward, we'll focus on following the decision rules established last year to keep our interventions consistent and data-driven.

**Tier 1 vs. Tier 2/3 Discussions:** The team discussed the possibility of separating Tier 1 and Tier 2/3 conversations into different days. After chatting with Steve, we decided that we're not quite ready to

make that change yet. Our plan is to continue practicing the combined format for a few more meetings while refining the guiding questions to help focus and streamline the discussions. The hope is that, with these tweaks, we can maintain both tiers within the same meeting time effectively. If we find that the discussions are still taking too much time, we can definitely switch up the format!

**Overall Specificity:** One area the team identified for improvement is the need to be more specific about what interventions and instructional changes are being implemented. The team hypothesized that one possible reason for limited growth in the data may be inconsistencies in how interventions are delivered. Moving forward, it will be important to clearly define each intervention and ensure consistent implementation across classrooms.

**Parent Teacher Conferences:** We are thrilled to share that we had a fantastic turnout for our K-5 Parent-Teacher Conferences! Families showed up in great numbers to connect with teachers, celebrate student progress, and set goals for continued growth. The strong partnership between home and school was on full display, and we are so grateful for the support and collaboration that helps our students thrive.

**Fire Safety Day:** Our school had a wonderful time participating in Fire Safety Day, where students learned valuable lessons about fire prevention and safety in fun, engaging ways. A huge thank you to Mrs. White for her thoughtful planning and organization of the event, and to the Raymond, Ceresco, and Valparaiso Fire Departments for taking the time to educate our students. Their demonstrations and guidance not only taught important safety skills but also inspired our students with a deeper appreciation for the everyday heroes who serve our community.

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

#### **Part B Parent Survey Results and Letter of Determination:**

We received the Part B Parent Survey results back for 2024-2025. Our goal was to have 65% or higher of parents completing the survey. This year we had a response rate of 105.4%!!!

##### Key Takeaways:

- \* In special education, we scored above 90% in all areas
- \* Offering parent rights & parents feel they are involved in activities - 100%
- \* Evaluations are explained to help parents understand - 99%

Areas of improvement: (All of these areas are still in the 90s but we can always find ways to keep improving!)

- \* Discussing ESY services at every meeting
- \* Making sure IEP is carried out as written
- \* Transitions (from different buildings)
- \* Programming that is preparing students for life after high school

##### General Education:

\* The lowest area was 88%: Before my child was referred for special education services, the teachers and school tried different ways to help my child in the general education classroom.

Also, we received our NDE letter for our annual Letter of Determination from NE Counts. This is based on student outcome and compliance data. NDE also performs risk analysis which computes if we are at risk of noncompliance and whether we may not achieve intended outcomes with federal Special Education dollars.

Raymond Central was determined to **meet requirements!** Our risk score was 24.03%. Our scorecard is based on 0-3, 3 being the highest risk area.

##### Areas in Category 2:

- \* Chronic Absenteeism for students with IEPs (13.08%)
- \* ELA Assessment (met 6 of the 11 targets)
- \* Preschool Outcomes (met 3 of the 6 outcome targets)
- \* Targeted Improvement Plan (addressed all but 2 areas)

##### Area in Category 3:

- \* Math Assessment: we met 5 of the 11 applicable targets for Math

**October is AAC Month:**

October is Augmentative and Alternative Communication (AAC) Awareness month! No one form of communication is better than another. Examples of forms of communication besides spoken language include gestures, written language, body language, sign language, and speech generating devices, just to name a few! October is the time to reflect on all the different ways you communicate. Remember, even if someone does not speak, they still have something to say!

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October 2025 Board Report  
Mr. Steve Rose and Mrs. Deb Kruse  
Principal | Elementary

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October Board Report  
Amanda Coufal  
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Display 6. Individual Item Results				
Item	# who responded to item	% who responded to item	% Agree	% Disagree
1. Before my child was referred for special education services, the teachers and school tried different ways to help my child in the general education classroom.	75	77.3%	88.0%	12.0%
2. The results of my child's evaluations and assessments were explained to me in ways I understood.	97	100.0%	99.0%	1.0%
3. I have received information from my school or school district about my Parent Rights.	97	100.0%	100.0%	0.0%
4. I have received information about special education for my child in a language I understand.	97	100.0%	97.9%	2.1%
5. As a member of the Individualized Education Program (IEP) team, I have input in decisions about the special education and related services that my child receives.	96	99.0%	97.9%	2.1%
6. At the Individualized Education Program (IEP) meeting, we talk about whether my child needs extended school year (ESY) services.	94	96.9%	95.7%	4.3%
7. My child's IEP is being carried out as written.	97	100.0%	92.8%	7.2%
8. The school addresses my child's behavioral needs.	76	78.4%	96.1%	3.9%
9. School personnel respect my family's ethnic and cultural background.	73	75.3%	98.6%	1.4%
10. I have opportunities to be involved in school activities.	90	92.8%	100.0%	0.0%
11. The school helped my child with transitions (i.e., Preschool to Kindergarten; Elementary to Middle School/Junior High; and Middle School/Junior High to High School).	80	82.5%	93.8%	6.3%
12. My child's special education program is preparing him/her for life after high school.	84	86.6%	94.0%	6.0%

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## Board Report JH/HS: October 2025

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- We held the PSAT Oct. 7th and 17 students took the optional test
- Oct. 15th We are taking 9th-12th graders who signed up to a career/college/opportunity fair currently 12 students are taking advantage of this opportunity
- October 29th- We have been invited to take our sophomores to Connecting the Dots for Career Exploration with the UNL Extension office Seward. This is a hands-on event just for this grade level. We are thankful we have been extended this invitation.
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- Seniors are regularly coming in to complete applications for colleges and scholarships
- OntoCollege test prep with John Baylor is in the works and will be communicated to all families

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

#### *Homecoming Week Highlights:*

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

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

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

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

**Community Service:**

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

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

**OCTOBER 18<sup>TH</sup> 2025**

**Craft Fair: 10:30am - 3:00pm**

**Car Show: 11:30am - 3:00pm**

*winners announced at 2!*

Car Show  
Registration



Craft Fair Booth  
Registration



More info  
here!



**Raymond Central High  
School**

1800 West Agnew Rd  
Raymond, NE 68428

Tickets \$2  
5 and Under - Free

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

### **AD Newsletter**

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

[9/7/25](#)

[9/14/25](#)

[9/21/25](#)

[9/28/25](#)

[10/5/25](#)

### **Facilities**

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Student Board Member Report  
Superintendent's Report

Superintendent Hanson provided information for the Board on Rule 10 Checklist, enrollment numbers and option students.



## NEBRASKA DEPARTMENT OF EDUCATION COMPLIANCE CHECKLIST FOR ACCREDITED SCHOOLS K-12

**DEFINITIONS:**

**002.17 School** means an individual attendance center within a school system which provides either elementary, middle, secondary and/or high school education.

**002.18 School District** means the territory under the jurisdiction of a single public school board as authorized in Chapter 79 of the Revised Statutes of Nebraska.

**002.19 School System** means a public school district or a nonpublic school or group of nonpublic schools under a governing body organized to provide education in elementary, middle, secondary, and/or high school grades as provided in this Chapter.

CODE SECTION	REGULATORY and STATUTORY REQUIREMENTS	MEETS COMPLIANCE Yes / No
<b>003</b>	<b>MANDATORY REQUIREMENTS FOR LEGAL OPERATION</b>	
<b>003.01</b> Certification	The school system shall use only persons certificated pursuant to 92 NAC 21 to be a teacher or administrator. Pursuant to 79-1603 R.R.S., persons conducting religion or pre kindergarten classes in nonpublic schools which are not counted as a part of the school's courses for purposes of complying with the requirements of this Chapter are excluded from this requirement. Pursuant to 79-802.01 R.R.S., American Indian language teachers who are approved by the tribe to teach their native language are also excluded from this requirement when conducting native language classes.	
<b>003.05</b> Graduation Requirements	<p>Each high school shall require from grades nine through twelve at least 200 credit hours for graduation, for which at least 80 percent shall be from the core curriculum. The number of credit hours given for a course may be less than the number of instructional units and may be increased up to 25 percent above the number of instructional units.</p> <p><b>003.05A</b> By the 2014-15 school year, school districts shall adopt and implement graduation requirements that meet the highest level of rigor of the standards as specified in the state standards set forth in the appendices of this Chapter, including, but not limited to the following:</p> <p><b>003.05A1 Language Arts.</b> Forty (40) credit hours of Language Arts with course content that includes composition, verbal communication, literature, research skills, and technical reading and writing.</p> <p><b>003.05A2 Mathematics.</b> Thirty (30) credit hours of mathematics with course content that includes algebraic, geometric, data analysis, and probability concepts.</p> <p><b>003.05A3 Science.</b> Thirty (30) credit hours of science with course content that includes biological, earth/space, and physical science concepts with corresponding science inquiry skills and laboratory experience.</p> <p><b>003.05A4 Social Studies/History.</b> Thirty (30) credit hours of social studies/history with course content that includes civics/government, geography, United States and world history, and economic concepts.</p> <p><b>003.05B</b> School systems may adopt a policy allowing high school credit to be awarded to students enrolled in a middle grades course if the course content and requirements are equivalent to a course offered in the high school.</p>	

	<p><b>003.05C</b> As required in 92 NAC 18, school systems accept the academic credit earned at Interim Program Schools and issue diplomas to students transferring from Interim Program Schools who have met the requirements for graduation from their own accredited high school.</p>	
<p><b>003.06 School Year</b></p>	<p>Each school system shall provide at least the following instruction annually between July 1 and June 30 for the grades it offers: (a) for grades up through grade eight, the time equivalent to 1,032 hours, (b) for grades nine through twelve, the time equivalent to 1,080 hours; and (c) for kindergarten, the time equivalent to 400 hours.</p> <p>When a school is dismissed for any reason such as tournaments or contests, parent/teacher conferences, funerals, parades, and school picnics, time shall not be counted in meeting the 400/1,032/1,080 hour school year requirement. Time scheduled for the school lunch period shall not be counted in meeting the school year requirements.</p> <p>Pursuant to the provisions of 79-213 R.R.S., school systems unable to meet the minimums for instructional hours due to epidemic sickness, severe storm conditions, or destruction of the school house may request permission from the Board to offer fewer than the minimum hours by submitting an affidavit sworn to by the secretary of school board and explaining the circumstances resulting in the request.</p>	

004	CURRICULUM AND STANDARDS	
<p><b>004.01A-B Instructional Program and Standards</b></p>	<p>The instructional program of the school system is based on written purposes or standards and is approved by the local board of education or governing body. These documents are on file in each school building and each certificated staff member is provided a copy.</p> <p>School districts adopt academic content standards in the subject areas of reading and writing (language arts), mathematics, and science determined by each district to be measurable quality standards that are the same as, equal to, or more rigorous than the state academic content standards in Appendix A (English Language Arts Standards), Appendix B (Mathematics Standards), Appendix C (Science Standards), and Appendix D (Social Studies Standards) pursuant to 79-760.01 R.R.S. The deadline for school districts to adopt replacement academic content standards will not extend past one year following the State Board's adoption of new content standards. Nonpublic schools have local academic content standards for reading, writing, mathematics, science, and social studies/history approved by the local governing body.</p>	
<p><b>004.01C Curriculum and Standards</b></p>	<p>The school system has written guides, frameworks, or standards for all other areas of the curriculum. In connection with this requirement, school systems are encouraged to adopt the Fine Arts Standards adopted by the State Board March 4, 2014. The school system also has a written description of the library media and guidance programs.</p>	
<p><b>004.01D Writing</b></p>	<p>Writing experiences are incorporated in all curricular areas K-12.</p>	
<p><b>004.01E Technology</b></p>	<p>Educational/computer technology is incorporated in the instructional program at the elementary, middle, and secondary levels.</p>	
<p><b>004.01F Multicultural Education</b></p>	<p>The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived through Section 013.01 of 92 NAC 10.</p> <p><u>004.01F1</u> The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.</p>	

	<p><u>004.01F2</u> The district curriculum guides, frameworks, or standards incorporate multicultural education.</p> <p><u>004.01F3</u> The district multicultural education program includes a process for selecting appropriate instructional materials.</p> <p><u>004.01F4</u> The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.</p> <p><u>004.01F5</u> The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.</p>	
<p><b>004.02A</b> Elementary Instructional Program</p>	<p>The elementary school has a representative weekly schedule for each classroom teacher encompassing experiences in the following subject areas:</p> <p><u>004.02A1</u> Reading and Language Arts. The curriculum includes development and practice of skills and understanding in reading, writing, speaking, and listening. It helps children develop appreciation of literature, creativity, and expression.</p> <p><u>004.02A2</u> Mathematics. The curriculum includes development, practice, and application of numeration, computation, estimation, problem solving, geometry/spatial concepts, measurement and related topics.</p> <p><u>004.02A3</u> Social Studies. The curriculum helps children to develop an understanding of the world and its people. It includes experiences drawn from geography, history, economics, government, citizenship, career awareness, human relations, current affairs, and cultural studies. This includes instruction in American history and stories about the exploits and deeds of American heroes, singing patriotic songs, memorizing the Star-Spangled Banner and America, and reverence for the flag and proper conduct for its presentation as provided in 79-724 R.R.S.</p> <p><u>004.02A4</u> Science. The curriculum helps children develop an understanding of science concepts and processes, and includes science as inquiry. It includes experiences drawn from physical science, life science, earth and space science, science and technology, and history and nature of science.</p> <p><u>004.02A5</u> Health. The curriculum helps children develop an understanding of the body systems, nutrition, wellness (including physical activity), and healthy living habits.</p> <p><u>004.02A6</u> Physical Education. The curriculum helps children develop and maintain physical coordination, large and small muscle control, physical fitness, leisure activities, and healthy behaviors.</p> <p><u>004.02A7</u> Visual Arts. The curriculum helps children understand and apply a variety of media, techniques, and processes within a range of subject matter, symbols, and ideas. The curriculum includes reflection upon and assessment of art and study of art in relation to history, culture, and other curricular areas.</p> <p><u>004.02A8</u> Music. The curriculum helps children to sing and play a variety of music, read and notate music, listen to and describe music, and evaluate music. The curriculum includes music in relation to history, culture, and other curricular areas.</p>	
<p><b>004.02B</b> Kindergarten Admissions</p>	<p>For school year 2012-2013 and each school year thereafter, admission to public school kindergarten is on an unqualified basis to all resident children who will reach age 5 by July 31 of the calendar year in the school year for which the child is seeking admission begins. Testing prior to school entrance, if any, is conducted only to identify children with disabilities under 92 NAC 51 or to meet requirements of 79-214(2) R.R.S.</p>	
<p><b>004.02C</b> K-6 Athletic Limitations</p>	<p>Pupils in kindergarten through sixth grade do not participate in any kinds of athletic contests between schools within a school system or between school systems except that elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls when combined enrollment for seventh and eighth grade becomes fewer than 12 boys or 12 girls and if the school board or local governing body has a policy regulating participation for sixth graders. Annual field or play days are excluded from this regulation.</p>	
<p><b>004.03A</b> Middle Grade Instruction</p>	<p>The program in the middle grades includes instruction for each grade each year in the following subject areas. Instruction may be provided through separate courses, integrated blocks of time, and/or through exploratory programs.</p> <p><u>004.03A1</u> <b>Reading.</b> The curriculum includes experiences designed to help students expand, develop and apply reading skills introduced in the elementary grades. It includes reading for both information and enjoyment.</p> <p><u>004.03A2</u> <b>Language Arts.</b> The curriculum includes activities that engage students in using language for a variety of reading, writing, speaking, and listening purposes.</p> <p><u>004.03A3</u> <b>Mathematics.</b> The curriculum includes practice in numeration, computation, estimation, problem solving, geometry/spatial concepts, and measurement. It introduces algebraic and statistical concepts and provides opportunities for students to develop understanding of the structure of mathematics.</p> <p><u>004.03A4</u> <b>Social Studies.</b> The curriculum includes content and experiences drawn from geography, history, economics, citizenship, government, cultural studies, and current events. This includes instruction in American history that makes the course interesting and attractive and to instill a love</p>	

	<p>of country as provided in 79-724 R.R.S. All history courses stress contributions of all ethnic groups in the development and growth of America.</p> <p><u>004.03A5</u> <b>Science.</b> The curriculum includes elements of life, physical, earth and space sciences, science as technology, and history of science. Learning activities emphasize science as inquiry and scientific processes and concepts.</p> <p><u>004.03A6</u> <b>Health.</b> The curriculum includes the study of body systems and those factors which affect health, including natural and man-made threats and individual health choices.</p> <p><u>004.03A7</u> <b>Art.</b> The curriculum includes activities and experiences designed to develop skills in working with a variety of artistic techniques, processes, and media. The curriculum relates art to history and culture and to other curricular areas.</p> <p><u>004.03A8</u> <b>Music.</b> The curriculum includes experiences that involve students in singing and playing musical instruments and provides opportunities for students to pursue individual musical interests and to develop individual talents. It includes the study of a varied repertoire of music and its relation to history and culture.</p> <p><u>004.03A9</u> <b>Physical Education.</b> The curriculum includes active involvement in health-related physical fitness activities designed to develop cardiorespiratory endurance, muscular strength and endurance, and flexibility. It encourages students to develop habits of physical exercise through individual and team activities and by emphasizing involvement rather than competition. Practice for and participation in interscholastic activities cannot substitute for any part of physical education.</p>	
<b>004.03B</b> Middle Grade Career Education	Career education is included in the middle grades program.	
<b>004.03C</b> Middle Grade Athletic Competitions	No student in grades seven or eight participates in interscholastic athletic contests between schools within a school system or between school systems which exceed six games in football, fourteen matches in volleyball, twelve games in basketball, eight meets in wrestling, eight meets in track and field, and eight contests in all other activities. Contest limits shall be based upon the total number of contests played. Each game, match or meet played in a tournament shall count as one of the contests permitted within these contest limits.	
<b>004.04A</b> High School Instructional Units	The high school program consists of courses totaling at least 400 instructional units.	
<b>004.04B1</b> Language Arts Units	60 instructional units. The curriculum includes written composition, critical reading, interpretation of fiction and non-fiction, oral presentation, and application of listening skills.	
<b>004.04B2</b> Social Science Units	40 instructional units. The curriculum includes content drawn from American and world history, geography, economics, civics, government and citizenship and may also include content from other social science areas such as sociology, psychology, and anthropology. This includes instruction in the U.S. and Nebraska Constitutions, the benefits and advantages of our government, the dangers of Nazism, Communism, and similar ideologies, the duties of citizenship and the appropriate patriotic exercises to include Lincoln's birthday, Washington's birthday, Flag Day, Memorial Day and Veterans Day as provided in 79-724 R.R.S.  All history courses stress contributions of all ethnic groups in the development and growth of America.	
<b>004.04B3</b> Math Units	40 instructional units. The curriculum includes communicating, reasoning, problem solving, numeration, computation, estimation, measurement, geometry, data analysis, probability and statistical concepts, and algebraic concepts.	
<b>004.04B4</b> Science Units	40 instructional units. The curriculum includes science concepts and processes, science as inquiry, physical science, life science, earth and space science, science and technology, and history and nature of science.	

<p><b>004.04B5</b> World Languages Units</p>	<p>20 instructional units or two years of daily classes in the same language. The curriculum includes reading, writing, speaking, and listening skills for communicating in one or more languages other than English, knowledge and understanding of other cultures, and developing insight into the nature of language and culture.</p>	
<p><b>004.04B6</b> Career Education Units</p>	<p>Beginning in 2010-11, the curriculum includes 80 instructional units in Career Education that include instruction in any of the following career fields: (1) Arts, Communication, and Information Systems, (2) Business, Marketing, and Management, (3) Environmental and Agricultural Systems, (4) Health Sciences, (5) Human Services and Resources, and (6) Industrial, Manufacturing, and Engineering Systems.</p> <p><u>004.04B6a</u> Communication and Information Systems. The curriculum in this career field includes areas such as advertising, public relations, commercial photography, journalism, graphic design, broadcasting, scriptwriting, radio/TV production, computer applications, web design, interactive media, networking, e-commerce, computer science, and information technology.</p> <p><u>004.04B6b</u> Business, Marketing, and Management. The curriculum in this career field includes areas such as e-commerce, business communication, finance, business and consumer law, entrepreneurship, accounting, business economics, personal finance, consumer economics, financial services marketing, retailing, fashion marketing/merchandising, clothing and textiles, international marketing, sports and entertainment marketing, hospitality and recreation marketing.</p> <p><u>004.04B6c</u> Environmental and Agricultural Systems. The curriculum in this career field includes areas such as animal, plant, and soil sciences, agribusiness, food sciences, power, structural and technical systems, leadership and human resource development, natural resources, and environmental science.</p> <p><u>004.04B6d</u> Health Sciences. The curriculum in this career field includes areas such as nutrition and food, family health, medical terminology, certified nursing assistant, and health care sciences.</p> <p><u>004.04B6e</u> Human Services and Resources. The curriculum in this career field includes areas such as independent/adult living, home management, housing and home furnishings, family health, clothing and textiles, leadership and human resource development, business management, business law, international business, criminal justice, human growth and development, interpersonal relationships, parenting/child development, and applied psychology.</p> <p><u>004.04B6f</u> Industrial, Manufacturing, and Engineering Systems. The curriculum in this career field includes areas such as housing and home furnishings, woods and construction, construction/electricity, construction/home maintenance, computer aided drafting, metals and welding, manufacturing/metalworking, manufacturing/woodworking, millwork and cabinetmaking, electronics, technology engineering education, Principles of Technology, technology education, transportation power/auto mechanics, automotive services, data base management and computer applications.</p> <p><u>004.04B6g</u> Nonpublic college preparatory schools may substitute additional courses in language arts, foreign language, science, mathematics, and/or social science for up to 40 instructional units in career and technical education.</p>	
<p><b>004.04B7</b> Health / Physical Education Units</p>	<p>20 instructional units or two years of daily classes in personal health and physical fitness.</p> <p>The personal health and physical fitness curriculum includes content to emphasize life-long wellness habits. The curriculum emphasizes non-participation in high risk behavior. The physical fitness curriculum includes an active program of health-related physical fitness, including cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. Practice for and participation in interscholastic athletic activities are not accepted as a substitute for any part of the personal health and physical fitness requirement.</p>	

<p><b>004.04B8</b> Visual and Performing Arts Units</p>	<p>40 instructional units which include each year instruction in vocal music, instrumental music, and visual arts. It may also include dance and theater. The visual and performing arts curriculum includes performance, interpretation, and evaluation.</p> <p><u>004.04B8a</u> Music. The curriculum includes singing and playing a varied repertoire of music, improvising melodies and accompaniments, reading and notating music, listening to and describing music, evaluating music and music performances, recognizing relationships between music and the other disciplines, and the study of music in relation to history and culture.</p> <p><u>004.04B8b</u> Visual Arts. The curriculum includes media, techniques, and processes; choice and evaluation of a range of subject matter, symbols, and ideas; assessment of characteristics and merits of student work and the work of others; and the visual arts in relation to other disciplines.</p>	
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005	ASSESSMENT	
<p><b>005.01A-B</b> Assessment Plan</p>	<p><u>005.01A</u> All school districts participate annually in statewide assessments in compliance with the schedule as outlined in Appendix E. Nonpublic schools have an assessment plan which includes a schedule and procedures for assessing success in achieving their academic content standards. Student success in achieving their standards is reported to the head administrator or governing board of the nonpublic school.</p> <p><u>005.01B</u> Whole grade norm-referenced assessment using a national assessment instrument begins no earlier than grade two and is conducted annually in at least one grade in each of the following two levels: grades 2-5; grades 6-8. A national assessment instrument is administered at least once in the high school grades. The Board's recommendations for assessing and reporting are found in Appendix E of this Chapter.</p>	
<p><b>005.02A-C</b> Statewide Assessment</p>	<p><u>005.02</u> Each school year, for the purpose of implementing a statewide system of tracking student achievement as required by 79-760.05 R.R.S., school districts shall report by June 30 of each school year the following data to the Department electronically via the NSSRS portal using the Department's student identifier system:</p> <p><u>005.02A</u> Individual student demographics including each student's race, poverty status, high mobility status, attendance, and limited English proficiency;</p> <p><u>005.02B</u> Individual student achievement including individual student achievement data from the state assessment instruments required in Section 005.01A and scores and subscores available to the district on national assessment instruments administered by the district; and</p> <p><u>005.02C</u> Individual student educational input characteristics including class size, teacher education, teacher experience, special education, early childhood programs, federal programs, and targeted education programs.</p>	
<p><b>005.03</b> Student Assistance Process</p>	<p>Each school has a student assistance process of its own design to provide problem solving and intervention strategies.</p>	

006	LIBRARY AND MEDIA	
<p><b>006.01A</b> Library/ Media Area</p>	<p>Each school has a library media area(s) which is available to students during the entire school day. All library media resources are properly cataloged, marked, and shelved according to a standard classification system.</p> <p>Each school has at least one set of encyclopedias available in either print or electronic format with copyright dates in the past five years.</p>	
<p><b>006.01B</b> New Library Resources</p>	<p>Each elementary school acquires a minimum of 25 new library media resources in print format, exclusive of textbooks and encyclopedia, of different titles, per teacher per year, up to 150 titles during one year.</p> <p>The minimum number of new titles in print format is 75 if library media resources are also available through electronic format. Each middle and high school acquires a minimum of 150 titles each year in either print or in full text electronic format.</p>	

<b>006.01C</b> Middle Grade Periodicals	Each middle level school subscribes to at least ten periodicals either in print or in full text electronic format.	
<b>006.01D</b> Secondary School Periodicals	Each secondary school subscribes to at least 25 periodicals in print or in full text electronic format.	
<b>007</b>	<b>INSTRUCTIONAL PROGRAM</b>	
<b>007.01A</b> Elementary Endorsed	Computed on a full-time equivalency basis, a minimum of 95 percent of the teachers in the elementary grades are assigned to areas for which they hold certificates having appropriate endorsements pursuant to 92 NAC 24.	
<b>007.01B</b> Pre-K Coordinator	Pre-kindergarten programs operated by public schools are coordinated by a staff member who holds a Nebraska Teaching Certificate with at least 9 college credit hours in early childhood education.	
<b>007.02A</b> Middle Grades Endorsed	<p><u>007.02A</u> Computed on a full-time equivalency, at least 90 percent of the teachers in middle grades hold one of the following endorsements or meet the provisions of Sections 007.02A1a or 007.02A4:</p> <p><u>007.02A1</u> In grades seven and eight, any middle grades endorsement or an appropriate secondary endorsement.</p> <p><u>007.02A1a</u> Teachers holding an elementary endorsement may teach in grades seven and eight if they acquire six credit hours per year toward the middle grades endorsement or participate in staff development in accordance with a local mission and plan for education of middle grade students.</p> <p><u>007.02A2</u> In grades four through six, an elementary endorsement or any middle grades endorsement</p> <p><u>007.02A2a</u> Teachers holding a content area endorsement at the secondary level may teach grade six in that content area if they acquire six credit hours per year toward the elementary or middle grades endorsement or participate annually in staff development in accordance with a local mission and plan for education of middle grade students.</p> <p><u>007.02A3</u> In grade nine, an appropriate secondary endorsement or any middle grades endorsement.</p> <p><u>007.02A4</u> Teachers not holding an appropriate endorsement may be assigned to the middle grades if they acquire six credit hours per year toward a middle grades endorsement.</p> <p><u>007.02A5</u> Secondary teachers assigned to integrated courses or curriculum in grades seven through nine are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.</p>	
<b>007.03A</b> Secondary School Endorsed	<p><u>007.03A</u> At least 80 percent of the instructional units offered in secondary grades during the regular school term are assigned to teachers who hold certificates having appropriate endorsements issued pursuant to 92 NAC 24. If 92 NAC 24 does not provide an endorsement designated for a particular course or subject area, any teacher holding a regular certificate may instruct such course without penalty to the school system. Teachers holding a subject endorsement are considered appropriately endorsed for any other subject within the broad field if they annually acquire, prior to the opening of school, six credit hours toward the subject endorsement or the broad field endorsement.</p> <p><u>007.03A1</u> Teachers assigned to integrated courses or curriculum in accordance with Sections 002.11 and 004.04C1 are considered appropriately endorsed if they hold an endorsement for any of the subjects or fields included in the course.</p>	

<b>007.04A</b> System Library/ Media Staffing	<u>007.04A</u> Each K-12 school system and each secondary school system has a person holding a Nebraska Teaching Certificate with an endorsement appropriate for library science or educational media specialist, or meeting Section 007.04B, assigned on at least a one-half time basis to provide library media services to the school system.	
<b>007.04A1</b> Building Media Staffing	<u>007.04A1</u> Each school building having an enrollment of from 70 to 249 students has a person holding a valid Nebraska Teaching Certificate with an appropriate endorsement for library science or educational media specialist assigned on at least a one-fifth time basis or has a library media paraprofessional assigned on at least a one-half time basis under the supervision of a certificated staff member.	
<b>007.05A</b> Guidance Staffing	<u>007.05A</u> Each K-12 and each secondary school system assigns at least a one-half time equivalency person to conduct a guidance and counseling program. The level of assignment is determined by the local school system and the person assigned holds a guidance and counseling endorsement appropriate for the level(s) assigned. When enrollment in a school system exceeds 400, the system assigns at least one full-time equivalency appropriately endorsed person.	
<b>007.05B</b> Guidance Staffing Middle and High School	<u>007.05B</u> School systems having a total of 300 or more students in the middle grades, secondary grades, or high school grades assign at least a one-half time appropriately endorsed person to provide guidance and counseling for the level. When the total enrollment in any of those levels reaches 450, one full-time equivalent appropriately endorsed person is assigned. Thereafter, an additional one-half time appropriately endorsed person is assigned for each 225 students at any of those levels.	
<b>007.05C</b> Elementary Guidance Program	<u>007.05C</u> School districts having 300 or more students in the elementary grades have guidance programs or services available for the elementary students. The procedures and time allotment are determined by the local school district.	
<b>007.06A</b> Certificated Staff Evaluation	<p><u>007.06A</u> The school district has a written board policy for the evaluation of teachers. The policy is approved by the Department as required by 79-318 (5)(h) R.R.S. Sections 007.06A through 007.06B are based on statute and cannot be waived under the provisions of Section 013 of 92 NAC 10.</p> <p><u>007.06A1</u> The policy is implemented by written procedures that include:</p> <p><u>007.06A1a</u> Annual written communication of the evaluation process to those being evaluated;</p> <p><u>007.06A1b</u> A description of the duration and frequency of observations and written evaluations for probationary and permanent teachers;</p> <p><u>007.06A1c</u> Specific district-defined evaluation criteria, which include, at a minimum:</p> <p><u>007.06A1c(1)</u> Instructional performance,</p> <p><u>007.06A1c(2)</u> Classroom organization and management, and</p> <p><u>007.06A1c(3)</u> Personal and professional conduct.</p> <p><u>007.06A1d</u> Provision for written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement;</p> <p><u>007.06A1e</u> Provision for the teacher to offer a written response to the evaluation; and</p> <p><u>007.06A1f</u> A description of the district plan for training evaluators.</p> <p><u>007.06A2</u> In the event a district changes its policies or procedures for certificated-employee evaluation, it shall submit the revised policies and procedures to the Commissioner or designee for approval. If the Commissioner or designee finds the policies and procedures in compliance with the requirements of Sections 007.06A through 007.06A1f, of this Chapter, it notifies the district in writing that such policies and procedures are approved. Such approval shall remain in effect until there is a change in the policies or procedures by the district, or the amendment of state law or regulations relating to such approval. In the event the Commissioner or designee does not find the revised policies and procedures of the district in compliance with the provisions of this Chapter, the Commissioner or designee will notify the district in writing and the district may resubmit amended policies and procedures.</p>	
<b>007.07A</b> Staff Development	The school system annually conducts or arranges staff development sessions. Each teacher participates in at least ten hours of staff development activities each year.	
<b>008</b>	<b>ADMINISTRATIVE STAFF</b>	

<p><b>008.02A</b> Administrative Staffing and Endorsement</p>	<p><u>008.02</u> Each elementary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement appropriate for serving as an elementary principal or for superintendent.</p> <p>When the number of full-time equivalency teachers supervised by a principal in one or more school systems reaches 10, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time when the number of full-time equivalency teachers reaches 20 or more.</p>	
<p><b>008.03A</b> Middle Grades Endorsement Options</p>	<p><u>008.03A</u> Each middle grades school has a principal who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for middle grades principal, elementary principal, secondary principal or for superintendent.</p> <p><u>008.03A1</u> Middle grades schools having only grades four through six have a principal holding an endorsement for elementary principal, middle grades principal, or superintendent.</p> <p><u>008.03A2</u> Middle grades schools having only grades seven through nine have a principal holding an endorsement for middle grades principal, secondary principal, or superintendent.</p>	
<p><b>008.03B</b> Middle Grades Principal Staffing</p>	<p><u>008.03B</u> When the number of full-time equivalency teachers supervised by the principal reaches 10, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time when the number of full-time equivalency teachers reaches 20 or more.</p>	
<p><b>008.04A</b> Secondary Grades Principal Staffing</p>	<p><u>008.04A</u> Each secondary school has a principal assigned who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a secondary principal or for superintendent. When the number of full-time equivalency teachers reaches 10 or more, the principal is assigned at least one-half time for administration and supervision. The principal is assigned full-time for administration and supervision when the number of full-time equivalency teachers reaches 20 or more.</p>	
<p><b>008.05A</b> Head Administrator Endorsement</p>	<p><u>008.05A</u> Each K-12 and each secondary school system having grades ten through twelve has a head administrator who holds a Nebraska Administrative and Supervisory Certificate with an endorsement for serving as a superintendent. Nonpublic systems may share an area or diocesan head administrator.</p>	
<p><b>008.05B</b> Administrative Positions Endorsement</p>	<p><u>008.05B</u> Any person assigned to administrative and/or supervisory duties holds a Nebraska Administrative and Supervisory Certificate with an appropriate endorsement for the position held.</p>	
<p><b>008.05C</b> Certificates Filed</p>	<p><u>008.05C</u> A copy of the certificate or permit of each staff member who is required to have a certificate is on file in the school or school system's administrative office. Upon initial employment or acquisition of a new certificate, the certificate or permit is registered by the head administrator of the school system in accordance with 79-804(1) R.R.S.</p>	

<p><b>009</b></p>	<p><b>CONTINUOUS IMPROVEMENT</b></p>	
<p><b>009.01A</b> Continuous Improvement Plan</p>	<p><u>009.01A</u> The school system develops and implements a school improvement process to promote quality learning for all students. This process includes procedures and strategies to address quality learning, equity, and accountability. In public schools, the process incorporates multicultural education as described in 004.01G. In all school systems, the school improvement process includes the following activities at least once within each five years.</p> <p><u>009.01A1</u> Review and update of a mission or vision statement.</p> <p><u>009.01A2</u> Collection and analysis of data about student performance, demographics, learning climate, and former high school students.</p> <p><u>009.01A3</u> Selection of improvement goals. At least one goal is directed toward improving student performance.</p> <p><u>009.01A4</u> Development and implementation of a plan which includes procedures, strategies, or actions to achieve goals.</p> <p><u>009.01A5</u> Evaluation of progress toward improvement goals.</p>	

<b>009.01B</b> External Visit	The school improvement process includes a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the written recommendations is provided to the Department. The external team visits are conducted at least once each five years.	
<b>010</b>	<b>ACCOUNTABILITY REPORTING</b>	
<b>010.01A</b> Annual Written Report	<b>010.01A</b> The school system annually prepares a written report which includes at least student academic performance as required in Section 005.02, school system demographics, school improvement goals and progress and, in the case of public schools, financial information. School systems report the information in accordance with the policy in 010.01B.	
<b>010.01B</b> Policy for Performance Report(s)	<b>010.01B</b> The school system has a written policy for annually preparing and distributing the performance report(s) required in Section 010.01A to the residents of the district or, in the case of nonpublic schools, to the appropriate body. The policy assures that individual test scores are kept confidential. If the school has fewer than ten students in the grades being reported, or if reporting would allow for the identification of students because they all had comparable scores, no public reports of student performance are provided for those grades.	
<b>011</b>	<b>SCHOOL ENVIRONMENT</b>	
<b>011.01A</b> Building Safety	<b>011.01A</b> Each school system maintains safe, healthful, and sanitary conditions within the school building(s) and on the school grounds and meets fire, safety, and health codes.	
<b>011.01B</b> Safety Plan	<b>011.01B</b> Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved by the local governing body.	
<b>011.01C</b> Safety Committee	<b>011.01C</b> Each school system has a school safety and security committee which includes representatives of faculty, parents, and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures, including emergency plans and procedures.	
<b>011.01D</b> Safety and Security Visit	<b>011.01D</b> The school system's safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. This review will include a visit to school buildings to analyze plans, policies, procedures, and practices and provide recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety and security committee to be considered in making revisions to the plan.	
<b>011.01E</b> Seclusion and Restraints	<b>011.01E</b> Each school system has a seclusion and restraints policy approved by the school board or local governing body.	
<b>011.01F</b> Bullying	<b>011.01F</b> Each school system shall develop and adopt a policy concerning bullying prevention and education for all students. The school system shall review the policy annually.	
<b>011.01G</b> Dating Violence Policy	<b>011.01G</b> Pursuant to 79-2,141 (2) R.R.S., each school district shall develop and adopt a specific policy to address incidents of dating violence involving students at school. This policy shall include a statement that dating violence will not be tolerated.	
<b>012</b>	<b>SCHOOL SYSTEM GOVERNANCE</b>	

<b>012.01A</b> Written Board Policies Accessible	<u>012.01A</u> The governing body has a written set of policies for the school system. These policies are accessible in each school building.	
<b>012.01B</b> Policy On Instructional Hours	<u>012.01B</u> The school system has a written policy which assures that each school will meet the statutory requirement of at least 400 hours for kindergarten, at least 1,032 hours for students up through grade eight, and at least 1,080 hours for students in grades nine through twelve. The policy(ies) or regulations stipulate the conditions for which individual students may be excused from the regular school day.	
<b>012.01C</b> Ratio of Pupils to Certificated Staff	<u>012.01C</u> The ratio of pupils to certificated staff members, computed on a full-time equivalency basis, in each school does not exceed 25 to 1.	
<b>APPENDIX</b>		
Americanism Committee	School Board has an Americanism Committee to carry out 79-725	
Character Education	Character education instruction emphasis in public and nonpublic classrooms 79-725	
Seizure Safe Schools	Public, private, denominational, and parochial schools educate staff as outline in the Seizure Safe Schools Act 79-3201	
Financial Literacy	Meet Financial Literacy component as outlined in NE Revised Statute 79-3001 through 79-3004	

**Updated August 2023**

**Raymond Central Public Schools  
2025-26 PK-12 Enrollment**

<b><u>Preschool</u></b>	
PK-3	16
PK-4	34
	<b>50</b>
<b><u>Ceresco</u></b>	
K	49
1	49
2	41
	<b>139</b>
<b><u>Val</u></b>	
3	51
4	41
5	51
	<b>143</b>
<b><u>MS</u></b>	
6	54
7	53
8	52
	<b>159</b>
<b><u>HS</u></b>	
9	53
10	56
11	62
12	58
	<b>229</b>
<b>TOTAL</b>	<b>720</b>

# RAYMOND CENTRAL PUBLIC SCHOOLS

## Option Students - In and Out

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

	2025-26		2024-25		2023-24		2022-23		2021-22		2020-21		2019-20		2018-19		2017-18		2016-17	
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
LPS	47	33	40	37	41	36	43	32	50	25	35	30	26	40	29	40	21	42		
Waverly	22	6	23	9	25	10	24	11	26	14	22	14	25	15	21	20	22	17		
Wahoo	15	11	15	10	15	11	14	10	12	12	12	9	11	9	9	15	6	11		
East Butler	12	13	14	14	17	10	16	13	14	10	14	6	16	8	12	5	17	3		
Malcolm	3	32	4	30	4	38	1	40	2	37	4	39	3	39	2	38	0	33		
Seward	2	3	2	3	2	4	3	5	1	4	2	5	2	5	1	5	1	5		
Milford	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Ashland	2	1	0	1	0	1	0	1	0	1	0	2	0	2	1	2	1	2		
Fremont	0	0	0	0	0	0	0	0	0	0	0	3	0	2	0	0	0	0		
Mead	0	0	0	0	1	0	1	0	1	0	3	0	2	0	2	0	1	0		
Norris	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0		
OPS	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0		
<b>Total</b>	<b>104</b>	<b>99</b>	<b>99</b>	<b>104</b>	<b>105</b>	<b>110</b>	<b>103</b>	<b>112</b>	<b>106</b>	<b>103</b>	<b>94</b>	<b>108</b>	<b>85</b>	<b>120</b>	<b>77</b>	<b>125</b>	<b>69</b>	<b>113</b>		

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

Dylan Henry has been hired as Asst Cook at the High School.

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 MONTHS EDITION OF BOARD NOTES

This Month In ...

Training, Networking, Engagement & Upcoming Events

Your 'Delegate Handout' is Now Posted

Finding the Right Leadership Fit Starts Here

At The Board Table... Board Learning Opportunities

Join us at the Labor Relations - October 1-2

2025 State Education Conference Updates

Teacher/Administrator Negotiations Made Easy

NASB Represents at Thriving Children & Families

Area Meetings: In Photos - Eight Down, One To Go

Your 2025 NASB Affiliates, and Your NASB Board of Directors & Staff

... And Much More!

Page 2

Page 3

Page 4

Page 5

Pages 6-7

Page 8

Page 9

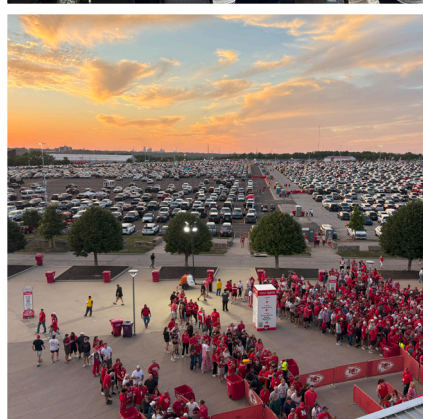
Page 10

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Pages 12-15

Pages 16-19

# Snapshots



# THIS MONTH IN ...

Leadership

Innovation

Vision

Engagement



2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260

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

## THIS MONTH IN ...

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

**ADVOCACY & GOVERNMENT RELATIONS ...** Fall is a great time to engage your Senator to come visit your district. Let us know if we can help connect you with your Senator. Check out a number of updates and additions to the NASB GR page too as we look to 2026 ... and be sure to have your Delegate selected for the Delegate Assembly. Call Colby & Matt any time!

**ALICAP ...** ALICAP continues to collect annual contributions from all 225 Schools and ESUs. Reminder to those members, if you haven't already, ALICAP Contributions are DUE SEPTEMBER 30th! And take notice of the \$1.7 Million dividend!

**AWARDS OF ACHIEVEMENT ...** With Area Membership Meetings wrapping up, almost all of our individual and Board Award recipients have been recognized. This year, one board earned the President's Board Award (Gretna), 14 boards earned the Board of Excellence Award (Ainsworth, Bloomfield, Brady, Cedar Bluffs, Cross County, David City, ESU 3, Hershey, Norris, Osmond, Palmer, Ralston, St. Paul, and Sutton), four board members received their Level X (Brad Wilkins, Ainsworth; Steve Diemoz, ESU 13; Stacie Higgins, Nebraska City; and Kathy Wolfe, Palmer), seven received their Level IX, 14 reached Level VIII, and 26 earned Level VII. Photos from this year's Area Meetings can be found on Pages 13-16. You can learn more about NASB's Awards of Achievement Program under the Programs & Services tab of the NASB website.

**BOARD LEADERSHIP ...** Check out "At the Board Table" on Pages 6-7 to learn about all things Board Leadership.

**EDUCATION LEADERSHIP SEARCH SERVICE ...** Did you know...NASB has a leadership search process to help school districts and ESUs find their next leader. We can prepare a proposal to outline the steps of a search process or answer questions. If you are an applicant considering applying for a position, give Shari a call for all the details.

**ENERGY PURCHASING ...** We are already fielding inquiries from districts wishing to sign up for our natural gas purchasing consortiums next Spring during the annual signup period. This can be one less item your Superintendent and Business Manager need to focus on each year since our market consultants watch the gas markets every day throughout the year to lock up supplies whenever buying opportunities occur. NJUMP and CJUMP are protected by having significant amounts of natural gas already purchased for the 2025-26 heating season to help districts stretch their financial resources.

**GALLUP STRENGTHS ...** Our featured Gallup theme this month is **Includer**. With Includer in your Dominant Strengths, you naturally notice when people are excluded or overlooked. You feel compelled to welcome them into the group. This naturally accepting nature contributes to a culture where everyone feels valued, leading to better team cohesion and trust. Schedule a Gallup retreat with Shari for your board or leadership team.

**MEMBER ENGAGEMENT ...** It has been wonderful seeing so many of you at the first eight Area Membership Meetings! We are looking forward to the final AMM in Fremont on September 24. Be sure to register now for the Labor Relations Conference in Lincoln October 1-2. I really enjoyed presenting at the Hayes Center board meeting in September.

**TECHNOLOGY ...** Welcome New Sparq Negotiations Subscriber: Syracuse-Dunbar-Avoca Public Schools Check out "Teacher/Administrator Negotiations Made Easy" on Page 10. Contact Darion or Nicole today!

# TRAINING, NETWORKING, ENGAGEMENT & EVENTS

Leadership

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JOIN US!

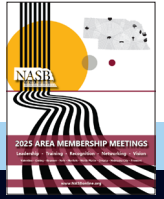
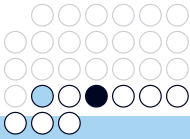


Members 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

<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.

S M T W T F S

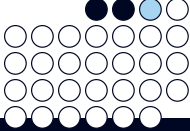


**Governor's School Finance Commission Meeting - Monday, September 22**

**Area Membership Meeting - Wednesday, September 24 - Fremont**



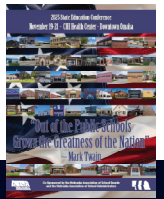
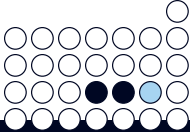
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**Labor Relations Conference - October 1-2 - Lincoln**

**State Education Conference: Student Nomination Form Deadline - Friday, October 3**

S M T W T F S

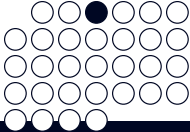


**State Education Conference - November 19-21 - Omaha**

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

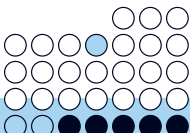
**Delegate Assembly - Friday, November 21 @ 8:00 AM - Omaha (see Page 4)**

S M T W T F S



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

S M T W T F S



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

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

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

# YOUR 'DELEGATE HANDOUT' IS NOW POSTED

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2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

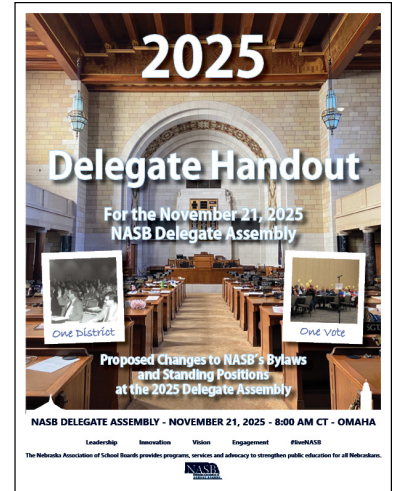
<https://members.nasbonline.org/government-relations>

The **NASB Delegate Handout** of proposed changes to the bylaws and standing positions for your review prior to the 2025 Delegate Assembly is now posted on the NASB website. To better prepare you and your board's voting representative for the Delegate Assembly, please download, review, and bring this Handout with you to Omaha.

<https://members.nasbonline.org/government-relations/nasb-advocacy-handbook>

This year's Delegate Assembly will take place **Friday, November 21, at 8:00 AM**, in conjunction with the State Education Conference, at the CHI Health Center - downtown Omaha. All items within the **Delegate Handout** will be considered by the Delegate Assembly.

If you haven't already, each board should select one board member to represent the district or ESU as the voting delegate, although multiple members from each board may attend. As a school board member, this is YOUR chance to be heard and help craft the 2026 legislative and leadership initiatives for NASB.



This year's agenda includes:

- Who Is Your Delegate?
- Key Legislative Dates & Resources
- Advocacy & Engagement - What is Your Role?
- Your 2025 NASB Legislation Committee
- Bylaws Relating to the 2025 Delegate Assembly
- Proposed NASB Bylaw Amendments
- Proposed NASB Standing Positions
- Your NASB Standing Positions
- Delegate Assembly Rules of Procedure

**"GOVERNMENT IS RUN BY THE PEOPLE WHO SHOW UP"**

**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

## 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.



# FINDING THE RIGHT LEADERSHIP FIT STARTS HERE

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

One of the most critical responsibilities of a board member is hiring and evaluating your ESU Administrator or Superintendent. As we enter the season when retirements are announced and leadership transitions begin, this Fall is already active. While the goal is always to retain leadership as long as possible, leadership changes are inevitable. It's essential to know who to call should the need arise.

At NASB, leadership searches are a team effort. Our staff and consultants have expertise in the search process, board development, communications, marketing, and school law to ensure a smooth, professional experience. We work closely with each member-district/ESU to tailor the process to your unique needs and provide support from the vantage point of a board member, every step of the way.

It all begins with the creation of a Leadership Profile, developed from board member input. This profile helps shape interview questions, assists the board in the evaluation of applicants, and eventually serves as a guide for the discussion between the board and new superintendent in a retreat setting.

To recruit the best talent, NASB taps into a wide network – including our membership in the National Affiliation of Superintendent Searchers (NASS). Shari Becker, Director of the Education Leadership Search Service and Past Chair of NASS, maintains direct connections with 39 state School Board Associations, expanding our reach and reference capabilities.

Applications are submitted through a shared online platform, giving us national visibility. Each applicant is carefully screened by NASB staff using a detailed protocol. We ensure the board has a clear understanding of each candidate's experience and leadership qualities, presented in both open and closed sessions.

Our commitment doesn't end with the hire of your new leader. NASB offers a two-year guarantee for boards that complete a leadership team goal-planning session with us – an added value included in the search fee.

If you anticipate a leadership vacancy, it's never too early to reach out. Let NASB help you find the perfect fit for your next leader.

**For details on the application process, or to request a proposal, contact: Shari Becker, Director  
402-423-4951 or [sbecker@NASBonline.org](mailto:sbecker@NASBonline.org)**

#### NASB SEARCH MISSION STATEMENT

Through a collaborative working relationship with the Board of Education and district, NASB Education Leadership Search Service ensures a highly professional search process designed to attract the very best applicants, and bring credit to the board for the manner in which the search is conducted.

# AT THE BOARD TABLE

Leadership

Innovation

Vision

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2,000,000 Nebraskans

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260 Member Districts/ESUs

ONE NEBRASKA

## BOARD LEARNING OPPORTUNITIES



NEBRASKA ASSOCIATION OF SCHOOL BOARDS

402-423-4951

[banderjaska@NASBonline.org](mailto:banderjaska@NASBonline.org)

### 2025 STATE CONFERENCE – NOVEMBER 19-21 BOARD LEADERSHIP BREAKOUT SESSIONS

#### Wednesday, Nov 19

##### Pre-Conference Session (1-4 p.m.)

**Utilizing Effective Superintendent Evaluation and Board Self-Assessment to Support Student Success**

Dr. Troy Loeffelholz, NCSA Associate Executive Director

Stacie Higgins, NASB Board Leadership Specialist

Designed for both board members and superintendents, this session will strengthen governance through effective superintendent evaluation, meaningful board self-assessment, intentional relationship building, and building a district-wide foundation based on common values.

#### Thursday, Nov 20

##### 7:00-8:00 a.m.

**Board Member Bootcamp: Roles, Responsibilities, and the Characteristics of Effective Governance**

NASB Board Leadership Team Members

Start your day with a continental breakfast and an interactive bootcamp for all board members—and superintendents too! This session serves as a warmup for Breakout Session A8 (Elevating Board Leadership: Effective Board Governance = Student Success). Register for the Bootcamp through the QR Code to the right! (Note: the QR Code is for Bootcamp only, NOT State Conference.)



##### Breakout Session A8 (9:45-10:45 a.m.)

**Elevating Board Leadership: Effective Board Governance = Student Success**

Marcia Herring, NASB Director of Board Leadership

Stacie Higgins, NASB Board Leadership Specialist

Stephanie Summers, NASB Board Leadership Specialist

Building on the Board Member Bootcamp warmup, this breakout takes you beyond the “what” of board roles and responsibilities into the “how” of using those roles to drive student success.

## Thursday, Nov 20 (cont.)

### **Breakout Session B8 (11:15 a.m.-12:15 p.m.)**

#### **Strengthening Board and Superintendent Leadership: Utilizing a Board Handbook for Effective Governance**

Marcia Herring, NASB Director of Board Leadership

Dr. Derrick Joel, Norris Superintendent

Sean Molloy, Norris Assistant Superintendent

Gary Kubicek, Norris Board of Education

A well-structured board handbook is a vital tool for ensuring effective school district governance by aligning leadership, clarifying roles, and fostering strong superintendent-board relationships. This session will explore the development and implementation of a board handbook to enhance communication, decision-making, and efficiency.

### **Breakout Session C8 (2:15-3:15 p.m.)**

#### **Listening, Learning, Leading: Community-Centered Strategic Planning**

Marcia Herring, NASB Director of Board Leadership

Caden Frank, NASB Board Leadership Community Engagement Associate

Ben Anderjaska, NASB Board Leadership Engagement Associate

Avary Pansing Brooks, NASB Board Leadership Engagement Associate

Stakeholder engagement is a vital component of long-term district planning. This session will provide strategies for effectively engaging your community, parents, staff, students, and local partners to shape a shared vision for student success.

## Friday, Nov 21

### **Breakout Session E8 (9:15-10:15 a.m.)**

#### **Asking the Right Questions: Using Data to Drive Accountability and Student Success**

Marcia Herring, NASB Director of Board Leadership

Stacie Higgins, NASB Board Leadership Specialist

Stephanie Summers, NASB Board Leadership Specialist

Accountability and student success begin with the questions board members bring to the table. This interactive session will help boards understand how to use data effectively to guide decision-making, understand realistic expectations for improvement, and support district priorities.

### **Breakout Session F8 (10:30 -11:30 a.m.)**

#### **Policy to Practice: Strengthening Board Leadership**

Marcia Herring, NASB Director of Board Leadership

Stacie Higgins, NASB Board Leadership Specialist

Becky Erdkamp, NASB Board Leadership Engagement Associate

Strong school board leadership is essential for student success. This session will explore the NASB Board Governance Standards and their role in promoting effective governance, strategic decision-making, accountability, and policy leadership.

## ADDITIONAL LEARNING OPPORTUNITIES\*

### New Board Member Workshop

Dec 3, 2025 (Kearney Holiday Inn)

For new AND experienced board members alike, this full-day workshop offers in-depth training on the critical topics you need to know, such as board role and responsibilities, board operations, Open Meetings Law, superintendent evaluation, board self-assessment, and more! Superintendents are encouraged to attend with their board members.

For more information, contact Marcia Herring (mherring@NASBonline.org).

### President's Retreat

Feb 16, 2026 (Kearney Holiday Inn)

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. Perfect for board presidents, vice presidents, aspiring presidents, superintendents, and/or ESU administrators. For more information, contact Marcia Herring (mherring@NASBonline.org).

# JOIN US AT THE LABOR RELATIONS - OCTOBER 1-2

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

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

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

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

For more information and to register go to

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

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# 2025 STATE EDUCATION CONFERENCE UPDATES

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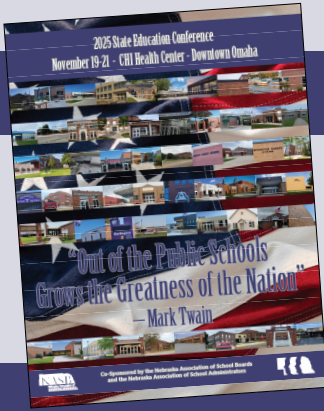
Engagement

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2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

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



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

Registration is open now for the 2025 State Education Conference. You won't want to miss this annual event where over 1,000 school leaders and board members gather to learn and network. There will be two pre-conferences, three general sessions, 58 breakout sessions, over 100 vendors, and unlimited opportunities to grow in your role supporting public education. Hotel room requests open at 10:00 AM CT on Wednesday, September 24. You must already be registered for Conference in order to participate in the hotel room booking process.

## Get Involved ... Classroom Showcase

This is an opportunity for students and teachers to demonstrate projects and programs that reflect the integration of technology in curriculum. The Classroom Showcase is scheduled for 8:00 to 11:30 AM, Friday, November 21, 2025. Contact Julie Moore at [executivedirector@netasite.org](mailto:executivedirector@netasite.org) with questions or to sign up.

## Get Involved ... Student Voices

Nominate a student from your district to participate in the panel discussion where they can offer their perspective on a variety of issues. Our goal for the session this year is to include students from all levels of High School achievement and participation. We would love to see some students that will pursue a 2-year degree, some that may enter the Military or workforce after graduation, in addition to those who plan to pursue a 4-year degree. Special consideration will be given to nominees who have overcome obstacles to be successful. This breakout session will take place Thursday, November 20 from 2:15 to 3:15 PM. Visit the State Conference link above to download the nomination form. Email nominations to Sharon at [sendorf@NASBonline.org](mailto:sendorf@NASBonline.org) by October 3.

## Get Involved ... Call For Moderators

Board members, superintendents, and administrators are invited to serve as breakout session moderators at the following times:

- Thursday, November 20 - 9:45 AM (A Sessions), 11:15 AM (B), 2:15 PM (C), 3:30 PM (D)
- Friday, November 21 - 9:15 AM (E), 10:30 AM (F)

Please email Sharon by October 3, if you would be interested in helping. All volunteers will receive 5 award points toward their Awards of Achievement. Thanks in advance for your help!



**REDEFINE IMPOSSIBLE**  
**JAMES LAWRENCE**



**THRIVING AS A TEAM**  
**DR. JERMAINE DAVIS**



**PRIVACY IN THE WORLD OF AI**  
**JOE TOSCANO**

## Keynote Speakers

Pre-Conferences - Board Member Boot Camp - Networking - And More!!!

# TEACHER/ADMINISTRATOR NEGOTIATIONS MADE EASY

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<https://www.sparqdata.com/> 

**GAIN ACCESS TO THE LARGEST COLLECTION OF BARGAINING DATA, NEGOTIATED AGREEMENTS, REPORTS, AND REAL-TIME CALCULATIONS AND WORKFLOWS DESIGNED TO ANALYZE THE IMPACT OF CHANGES TO BENEFITS AND COMPENSATION WHEN BARGAINING.**

The negotiating season is here, and it's time to start preparing you and your district for what's to come at the bargaining table. With Sparq Negotiations, you have real-time access to the largest, most comprehensive negotiating tool in the state of Nebraska. Salaries are a top expenditure every year, so make the negotiations process successful and easy!



Sparq Negotiations provides you the tools necessary to stay competitive in your array, remain ahead of the game, and achieve successful negotiations. It provides the resources and knowledge to gain a strategic advantage in all stages of the negotiation process by providing real-time, quick-change calculations while comparing peer districts in your array, which saves tremendous amounts of time in the process! Say goodbye to the days of manual calculation with this user-friendly platform. Schools can run studies of any school in the state and see the comparison reports from other districts. This allows you and your board to work from more accurate data to settle negotiations fair and fast!

**To learn more, schedule a demo, and see how Sparq Negotiations can make your life easier, contact Darion Miller at 800-422-4572, or email [dmiller@sparqdata.com](mailto:dmiller@sparqdata.com) today!**

## NASB REPRESENTS AT THRIVING CHILDREN & FAMILIES

NASB was well represented at the 2025 Thriving Children and Families Conference, hosted by the Nebraska Children and Families Foundation. Our crew was fortunate enough to be a part of the planning committee, lead sessions on building community coalitions and governance, moderate panels, and to network with champions for children from all over the state. It was great to see our members not just participating but leading through their own presentations. A huge thank you to all of the team at NCF and Communities 4 Kids for their leadership in such a collaborative, energizing, and innovative conference!





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# AREA MEETINGS IN PHOTOS: EIGHT DOWN, ONE TO GO

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



## Leadership - Training - Recognition - Networking - Vision



# AREA MEETINGS IN PHOTOS: EIGHT DOWN, ONE TO GO

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## Leadership - Training - Recognition - Networking - Vision



# AREA MEETINGS IN PHOTOS: EIGHT DOWN, ONE TO GO

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## Leadership - Training - Recognition - Networking - Vision



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329,000 Students

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

## Building a Better Future with Nebraska's Public Finance Partner

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- 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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ONE NEBRASKA

## 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  
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Clark & Enersen  
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CMBA Architects  
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DLR Group  
GOLD LEVEL AFFILIATE

## BUILDING CONTROLS AND BUILDING SERVICES

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## CONSTRUCTION SERVICES

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GOLD LEVEL AFFILIATE

BD Construction  
GOLD LEVEL AFFILIATE

Boyd Jones  
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Darland  
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Hausmann Construction  
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JEO Consulting Group, Inc.  
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MCL Construction  
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Sampson Construction  
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## ENERGY SERVICES

Community Building Solutions

Facility Advocates  
PLATINUM LEVEL AFFILIATE



Johnson Controls, Inc.  
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## EQUIPMENT AND FURNITURE

ABcreative, Inc.  
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Demco

## FINANCIAL SERVICES

Ameritas Investment Company

D.A. Davidson & CO.  
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Nebraska Liquid Asset Fund  
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Northland  
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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  
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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  
PLATINUM LEVEL AFFILIATE



Hamilton  
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Sparq Data Solutions  
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## TRANSPORTATION PRODUCTS

Cornhusker International  
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Nebraska Safety Center

## VIDEO CREATION & PRODUCTION

Third Rail Content, Inc.  
PLATINUM LEVEL AFFILIATE



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# YOUR NASB BOARD OF DIRECTORS & STAFF

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<https://members.nasbonline.org/board-of-directors>



Region 1 - Neal Kanel  
HTRS



Region 2 - Brenda Sherman  
ESU 3



Region 3 - Kyle Fisher  
Springfield Platteview



Region 4 - Elizabeth Kumru  
Ralston



Region 5 - Shavonna Holman  
Omaha



Region 6 - Ricky Smith  
Omaha



Region 7 - Nancy Kratky  
Omaha



Region 8 - John Goodwin  
Lincoln



Region 9 - Mara Krivohlavek  
Lincoln



Region 10 - Ed Swotek  
Malcolm  
NASB Vice President



Region 11 - Jim Vlach  
Lyons-Decatur Northeast



Region 12 - Lisa Wagner  
Central City



Region 13 - Marilyn Bohn  
ESU 10



Region 14 - Steve Koch  
Hershey



Region 15 - Allison Sandman  
Wauneta-Palisade



Region 16 - Suzanne Sapp  
Ashland-Greenwood  
NASB Secretary



Region 17 - Michelle Reikofski  
Osmond



Region 18 - Susan Ernest  
Leyton



Region 19 - Stacy Jolley  
Millard  
NASB President



At-Large - Lisa Albers  
Grand Island



At-Large - Steve Blocher  
West Point  
NASB Treasurer



At-Large - Pam Holcomb  
Broken Bow



At-Large - Erick Lee  
Arapahoe-Holbrook

## YOUR NASB STAFF

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



John Spatz  
Executive Director



Shari Becker  
Director of Education  
Leadership Search Service



Colby Coash  
Associate Executive Director  
Dir. of Government Relations



Caden Frank  
Board Leadership Community  
Engagement Associate



Stacie Higgins  
Board Leadership Specialist



Galina Slobonyuk  
Executive Administrative  
Assistant



Nate Alspaugh  
IT Specialist



Matt Belka  
Director of Marketing,  
Communications & Advocacy



Katie Corfield  
Board Leadership Online  
Survey Specialist



Taida Grantski  
Events & Engagement  
Assistant



Sallie Horky  
Chief Operating Officer



Stephanie Summers  
Board Leadership Specialist



Ben Anderjaska  
Board Leadership  
Engagement Associate



Megan Boldt  
Associate Executive Director  
Director of ALICAP



Sharon Endorf  
Director of  
Member Engagement



Lindsey Headrick  
Administrative Specialist



Rachel Horstman  
Business Manager



Makenzie Barry  
ALICAP Data &  
Financial Specialist



Craig Caples  
Director of Technology



Becky Erdkamp  
Board Leadership  
Engagement Associate



Marcia Herring  
Director of Board Leadership



Avary Pansing Brooks  
Board Leadership  
Engagement Associate





# Nebraska Rural Community Schools Association

*Member Update*

*October 9, 2025*



*Photo Credit: Arapahoe Holbrook Public Schools*



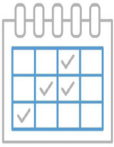
[www.nrcsa.net](http://www.nrcsa.net)



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



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



# NRCSA Calendar

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## 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**

9:00 AM November 19, 2025

At the CHI Center in Omaha (room TBD)

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

10:00 AM November 19, 2025

At the CHI Center in Omaha (room TBD)

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

11:00 AM November 19, 2025

At the CHI Center in Omaha (room TBD)

### **NRCSA Leaders Lunch**

12:00 PM November 19, 2025

At the CHI Center in Omaha (room TBD)

### **NRCSA Legislative Committee**

1:00 PM November 19, 2025

At the CHI Center in Omaha (room TBD)

### **NRCSA Rural Teacher Committee**

3:00 PM November 19, 2025

At the CHI Center in Omaha (room TBD)

## *NRCSA Search Service*

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



### **Axtell Community Schools**

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

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

Application Deadline: **Oct. 29, 2025**

Finalists Selected: **Nov. 10, 2025**

Interviews: **Nov. 15, 2025**

Contract Starts: **July 1, 2026**



### **Bancroft-Rosalie Community Schools**

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

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

Application Deadline: **Nov. 3, 2025**

Finalists Selected: **Nov. 17, 2025**

Interviews: **Dec. 6, 2025**

Contract Starts: **July 1, 2026**



### **Hampton Public Schools**

Search starting soon!



### **Hayes Center Public Schools**

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

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

Application Deadline: **Oct. 13, 2025**

Finalists Selected: **Oct. 22, 2025**

Interviews: **Oct. 27, 2025**

Contract Starts: **July 1, 2026**



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

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

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

Application Deadline: **Oct. 9, 2025**

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

Interviews: **Oct. 30, 2025**

Contract Starts: **July 1, 2026**

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

**Login: member Password: learning**

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## ***NRCSA Updates***

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**The six NRCSA district meetings are now in the book.** Thanks to all who attended. This is one of my favorite times of the year as I get out into the state to see many of you. I also try to work in stops to schools and hit a few Board of Education meetings. I also thank the District Representatives to the Executive Committee for helping set up each of the district meetings: Jon Davis (Alma), Jane Davis (Hershey), Ginger Meyer (Chadron), Dale Hafer (Ainsworth), Daryl Schrunk (Randolph) and Andy Havelka (Freeman).

This year I was also able to visit the three State Colleges. While at Chadron, Peru, and Wayne, I was able to visit with the Presidents and representatives of the Education departments.



CHADRON STATE INTERIM PRESIDENT DR. JODI KUPPER



WAYNE STATE PRESIDENT MARYSZ RAMES

### **NRCSA Leadership**

Chris Kuncl, President.  
Mullen Public Schools

Dr. Heather Nebesniak, Past Pres.  
Ord Public Schools

Stephanie Kaczor, Pres-Elect.  
Riverside Public Schools

Jeremy Braden, Secretary.  
Doniphan-Trumbull Public Schs

### **District Representatives:**

Ginger Meyer, West  
Chadron Public Schools

Dale Hafer, North Central  
Ainsworth Community Schools

Daryl Schrunk, Northeast  
Randolph Public Schools

Andrew Havelka, Southeast  
Freeman Public Schools

Jon Davis, South Central  
Alma Public Schools

Jane Davis, Southwest  
Hershey Public Schools

### **Executive Director:**

Jack Moles

### **Lobbyists:**

Jon Edwards  
Scott Moore  
Russell Westerhold

### **Legislative Co- Chairs:**

Dr. Jason Dolliver  
Pender Public Schools

Bryce Jorgenson  
Southern Valley Schools

### **Scholarship & Recognition Co Chairs:**

Jessica Bland,  
Oakland-Craig Public Schools

Jim Widdifield  
Minden Public Schools



*PERU STATE INTERIM PRESIDENT WENDY WAUGH*

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## **SUPERINTENDENT SEARCH & PLANNING**

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

NRCSA is currently helping the Axtell, Hayes Center, Potter-Dix, Hampton, and Bancroft-Rosalie Boards of Education with their searches.

One of the more outstanding features of the NRCSA Superintendent Search Service is that the consultants who assist Boards of Education with their searches are all retired rural school Superintendents who experienced great success in their careers. They know what it takes to be successful in a rural school district and community, and how to work closely with a rural school Board of Education. Our current consultants are: Jim Havelka, Fred Helmink, Robin Stevens, Rob Hanger, Caroline Winchester, Curtis Cogswell, Mike Cuning, 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@nrca.net](mailto:jmoles@nrca.net) or by phone at 402-335-7732.

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

[NRCSA Search Service Brochure](#)

[NRCSA Planning Support Brochure](#)

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**Our annual membership drive is coming to a close soon.** Last year we had 224 school districts, ESU's, and State colleges and we hope to continue our annual growth. As of this writing, we are still waiting on a few members to renew. They have indicated that they are doing so, though. We also have a few non-members who are considering joining. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support, there is less rural advocacy. Whether we like it or not, the outstate and rural population does not

create a legislative majority anymore. In fact, rural Nebraska lost another seat in the Unicameral in the most recent redistricting. Finding success, whether that be by passing, amending, or stopping legislation, comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is “at the table” and making a difference on behalf of our rural students, schools, and communities.

---

**The School Financing Review Commission, which was created this Spring by the Unicameral, had its first meeting on Tuesday, August 12.** Information on the meeting can be found in the following communication from NDE. The next meeting is set for Friday, October 31, from 8:00 a.m. to 12:00 p.m. at the Nebraska Department of Education.. This is a public meeting, which can be attended by anyone. All meeting materials that are shared during the meeting will also be uploaded after the gathering for those who are interested in reviewing them.

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

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**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>

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

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

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

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

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

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

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

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

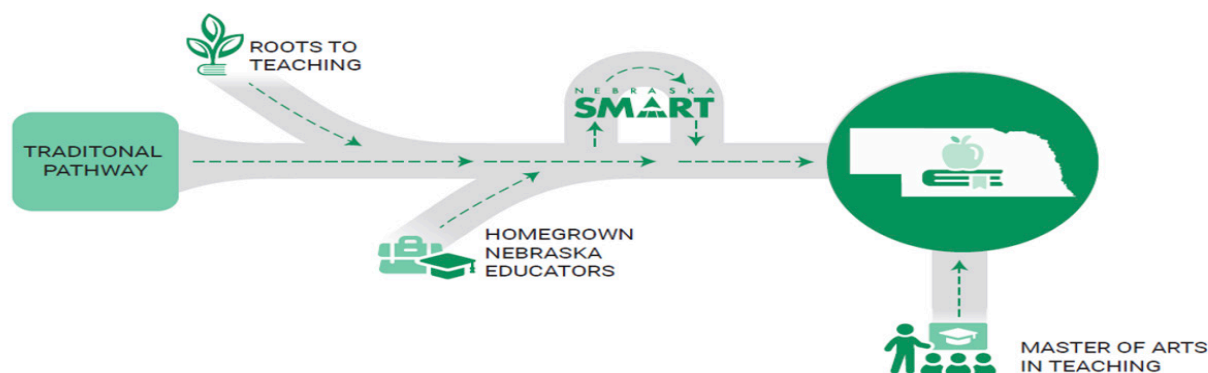
I share this information with you, not only because it has some very good information on Early Childhood programs, especially as it pertains to age groups, numbers of staff, and funding sources, but also to remind you that if you are wanting to research something please keep NRCSA in mind. Sometimes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

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

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

**Expanding the Educator Pipeline through Innovative Nebraska State College Initiatives.**

**Educator Preparation Pathways**



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

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

**Nebraska Roots to Teaching (NRT)**, seeks to offer a high school-to-career educator pathway modeled after Washington State’s successful Recruiting Washington Teachers (RWT) program. Anchored in Wayne State College’s STEP (Students to Teachers through Educator Pathways) program, NRT is expanding dual credit options in education across the three colleges. High school students (especially first-generation and underrepresented learners) will be able to complete introductory education courses for dual credit, participate in campus-based experiences, and receive mentorship from teacher-mentors and college “navigators” throughout their transition into college and early teaching careers. Flexible modalities, financial incentives, and future paraeducator credentialing further broaden access for rural students.

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

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

Lastly, the **Master of Arts in Teaching (MAT)** is a distinct, graduate-level program designed for individuals who hold a bachelor’s degree in a core content area and seek teacher certification in Nebraska. Delivered fully online, the 18-credit core of the program ensures that individuals fully meet certification requirements and provides a flexible path to licensure, while the additional 18 credits of the graduate program provide options

to complete the required content courses to qualify for teaching dual credit courses or work toward specific endorsement requirements. Individuals can choose to complete the core course which lead to certification without committing to the MAT; however, the completion of the MAT graduate program assists individuals in completing elective coursework that moves them toward their career goals. Unlike the Homegrown Nebraska Educators apprenticeship model, which supports paraprofessionals pursuing a bachelor's degree, the MAT serves adult career changers and professionals seeking a direct, advanced entry into the teaching profession.

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

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**Chris Prososki, formerly the Superintendent at Southern and now at Hastings, has shared a sample Superintendent Checklist that he uses.** I thought this was a great instrument, one that I wished I had available to me when I was in the Superintendency. It can be especially helpful as you head into the new school year! Thanks to Chris for sharing this! You can access the updated checklist here:

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

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

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

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

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

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

*Dear friends,*

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

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

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

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

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

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

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

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

*Onward,  
Rebecca*

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

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

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

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

[New Leaf PowerPoint Presentation](#)

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



[New Leaf Flyer](#)

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

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

## Nebraska Rural Community Schools Association

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](mailto:ardis.moody@gmail.com)

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



JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM



AMHERST ACADEMIC DECATHLON TEAM

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

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

**NRCSA 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](#)**

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

U.S. Bank will provide 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. Of special interest is a new feature which allows the district to load a virtual purchase card on an employee's smartphone. This would be in lieu of the employee actually having a purchase card. This appears to be a very appealing feature of the program. The webinars are scheduled for:

**Tuesday, Oct. 21 at 10:00 a.m.**

**Thursday, Oct. 30 at 2:00 p.m.**

Reminders will be sent out closer to those dates.

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**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 136 such meetings. I most recently attended the Board meetings at Sandhills and Mullen on September 8, as well as Theford and Stapleton on September 15.

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

**Monday, October 20:** Central City

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.

Nebraska Rural Community Schools Association

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.



*SANDHILLS BOARD OF EDUCATION AND ADMINISTRATION*



*MULLEN BOARD OF EDUCATION AND ADMINISTRATION*



*THETFORD BOARD OF EDUCATION AND ADMINISTRATION*



*STAPLETON 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.**

**October 2025:**

**\* Sarah Hardin, a high school science teacher at Mullen, was named the Nebraska Teacher of the Year. She received her award in a surprise ceremony in Mullen by Commissioner Brian Maher.**



**\* Ord FFA instructor, Dave Ference, was honored as the Nebraska State Fair's Parade Grand Marshal on FFA Weekend at the Fair. Dave was selected in honor of his nearly four decades of teaching and mentoring students at Ord High School.**



**Grand Marshal**  
Longtime ag teacher honored at the fair  
for his efforts to support ag youth

**\* West Point Elementary School is one of only seven schools in Nebraska to be recognized as a Solution Tree Model PLC at Work School.**

**\* The Nebraska Department of Education and the Nebraska Seal of Biliteracy Advisory Committee recently announced that 122 Seals of Biliteracy have been awarded to 118 Nebraska students in August of 2025. These prestigious awards recognize high school students who have achieved a high level of proficiency in English and at least one other language. Students at NRCSA-member districts who were recognized include:**

- **Addyson Hinz**, Deshler (Spanish)
- **Alyssa Dobias**, West Holt (Spanish)
- **Anel Monasterio**, West Holt (Spanish)
- **Clay Sandman**, Boone Central (Spanish)
- **Danessa Buckles**, Deshler (Spanish)
- **Hannah Scribner**, David City (Spanish)
- **Kiersten Jensen**, Conestoga (Spanish)
- **Lathan Buesing**, Gothenburg (Spanish)
- **Madalyn Pistulka**, West Holt (Spanish)
- **Madysen Kramer**, West Holt (Spanish)
- **Monica Chavez**, West Holt (Spanish)
- **Reese Svoboda**, David City (Spanish)
- **Sundus Abdi**, Lexington (Somali Maxaa)
- **Taylor Peek**, West Holt (Spanish)

**\* The National Merit Scholarship Corporation announced that 108 Nebraska high school students are semi-finalists for its scholarship program. Students from NRCSA-member districts who are semi-finalists are:**

- **Jack Hayes**, Auburn
- **Scott Bennett**, Aurora
- **Brett Mellies**, Aurora
- **Sofia Center**, Chadron
- **Rebecca Lempka**, Minden
- **Noel Onate**, Sidney

\* Sofia Alonzo-Hidalgo, a freshman at Diller-Odell, has been selected as the Nebraska representative to compete in the Spanish FFA Creed event at National FFA Convention this year.



\* Sarah Lange, a student at Raymond Central, was one of only three Nebraska students and only 161 high school students nationwide, to be named a U.S. President Scholar. The program recognizes high school seniors for their accomplishments in academics, the arts, and career and technical education fields

\* Heather Thompson, of Shelby-Rising City, was honored as the 2025 Distinguished Administrator Award winner in appreciation for her dedication and service to the Nebraska School Librarians Association.



\* Courtney Polak, a teacher at Raymond Central, was recognized as a 2025 U.S. Presidential Scholars Program's Distinguished Teacher.



\* **Kari Schroeder, a teacher at Syracuse-Dunbar-Avoca and NRCSA's Outstanding Elementary Teacher for 2025, was a finalist for the National Rural Education Association's National Rural Teacher of the Year Award.**



# MEMBER SPOTLIGHT

## Diller-Odell Public Schools



**Mascot:** Griffins

**Enrollment:** 238 students

**Location(s):** PK-6 in Diller; 7-12 in Odell

Interesting Fact: Mike Meyerle is in his 14th year of being the schools Superintendent. He has spent his entire 36 year career at Diller or Diller-Odell Public Schools. He began as a Social Studies Teacher and Head Football coach in 1990. Over his career, he has also served as a PK-6 Principal, PK-12 Principal, Activities Director, assisted in coaching a variety of sports, and substitute bus driver. He is planning to retire at the end of the 2027 school year.



**Superintendent:** Mike Meyerle (with is wife Steph)



**Principal(s):** Dylan Hinrichs, PK-6; Matt Mezger, 7-12

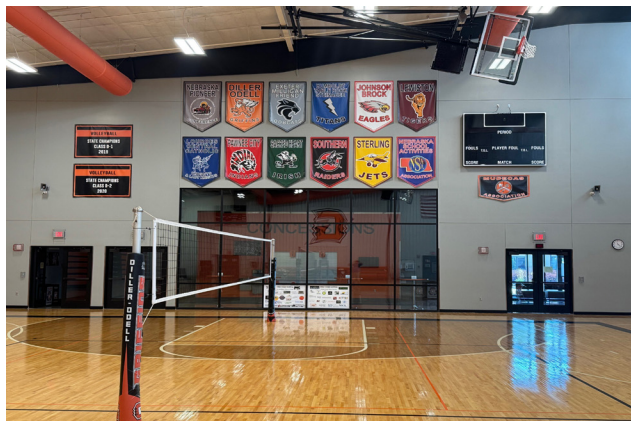


**Board of Education (pictured left):** Alissa Andersen, Josh Carpenter, Angie Clifford, Adam Engelman, Kasey Murphy, and Stuart Vitosh

## Programs

### Volleyball

Our volleyball team has been to the State Tournament nine out of the last 11 years. We won State Championships in 2019 and 2020.



### FFA

Sofia Alonzo-Hidalgo, grade 9, has been selected as the Nebraska representative to compete in the Spanish FFA Creed event at National FFA Convention this year.



# MEMBER SPOTLIGHT

## West Holt Public Schools



**Superintendent: Paul Pistulka**

**Principals: Cody Havranek, JR High/High School; Tracy Larson, Elementary**

**Mascots: Huskies**

**Enrollment: 424 students**

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

**Interesting Fact:** West Holt Public Schools only serves the community of Atkinson and is not a consolidated school district. In the late 60's the rural and community schools came together to create West Holt Rural High School as a feeder for all the Class I rural schools in western Holt County. Through the process, Stuart remained separate and West Holt Rural High School came to be without Stuart, but the name stuck. Rather than Atkinson High School, the name of West Holt Rural High School remained as to represent all of the students, including the rural school students. After the closing of Class I schools in 2005, all the schools combined to make West Holt Public Schools as we are today. Several rural schools still operated for many years with the final school closing in 2020. Now all students are served at the PK-12 campus in Atkinson.

**Board of Education:**



Scott Gotschall, Susan Judge, Brenna Schaaf, Nick Konrad, Brian Mlady, Kelly Jelinek

**Programs:**

The Elementary Student Council is in its third year at West Holt! Every year we work to make the program better and add new items. Around 10-12 students in grades 4-6 are selected from a pool of students who filled out an application and gathered references. Throughout the school year, the student council helps with events like Red Ribbon Week, fundraising for specific items like playground equipment, Kindness Week, and service projects. Last year they made tie blankets to donate to our local nursing home. They are in charge of creating posters for social media and the hallways, as well as creating scripts that are read over the intercom during respective events. During lunch once a week, student council members meet to either organize upcoming events or focus on leadership qualities.



The West Holt Agriculture/FFA program is regarded as one of the leading Ag/FFA programs in the state. The program has consistently demonstrated excellence and dedication to the advancement of Agricultural Education which leads to success both in and out of the classroom. Currently, over 60% of West Holt JH/HS students are members of the FFA program and over 50% of last year's graduating Seniors received their State Degrees. Over the past three decades, the program has produced an impressive 63 State Champion teams and has recently produced a National Championship team at the FFA National Convention in Indianapolis. The involvement in our Ag/FFA programs by a majority of our students prompted the district to hire a 2nd Agricultural Teacher to help build and expand the program's offerings. Recently, our School Based Enterprises have thrived with businesses expanding and profits continuing to grow. These SBEs provide our students with valuable hands-on experiences in entrepreneurship and financial management. The West Holt Ag/FFA program looks to continue to build on the success both in and out of the classroom by developing invaluable life skills, leadership qualities, and a deep appreciation for agriculture.



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

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

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



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

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

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

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

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

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

Aug. 18 – Dec. 11, 2025

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

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

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

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

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

## Learn More

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

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

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

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

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

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

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

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

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

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

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

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

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

### [Board Member Onboarding](#)

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**From Rebecca Vogt, UNL**

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

**Well Being of Rural Nebraskans**

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

Hello All,

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

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

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

Thanks for all you do in school safety.

**School Safety Newsletter Spring 2025**

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

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

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

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

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

## Nebraska Rural Community Schools Association

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

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

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

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

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

### [Why Rural Matters](#)

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

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

### [Understanding REAP](#)

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

Book your School's Presentation

Parent Meetings or Special Events

# THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

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



## Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

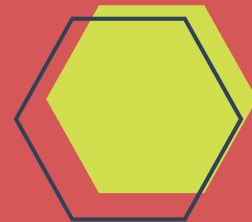


## During the Game/Event

Modeling Appropriate Behavior

Big Picture

One Instructional Voice



## After the Game/Event

Time & Space

Confidence Building

Relationship Building

Six Powerful Words

NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508

402-310-5472 | darin@ncacoach.org

Official Association Endorsements as of September 1





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

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

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

**Presentation Details:**

45-Minute Parent Presentation with One School or Combined Schools

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

Audio/Visual Requirements from the Host School:

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

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

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

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

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

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

*Darin Boysen*

Darin Boysen  
Nebraska Coaches Association

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



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



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



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

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

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

NREAs Legislative Agenda for 2025 is as follows:

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

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

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

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

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

FROM SARAH:

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

*Dear CEF Members:*

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

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

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

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

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

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

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

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

*What's next?*

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

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

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**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](mailto:afette@csc.edu).

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

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

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

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

*We are very excited to enter a partnership with schools and communities of SE Nebraska to promote mental health and well-being. We are aware of the mental health counseling disparities that exist in Nebraska*

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

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

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

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

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

[NRCSA Spending Study](#)

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

**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.



## From ECE to CTE: Designing Learning Spaces for Early Childhood through Career and Technical Education

### Clark & Enersen

While the subject matter and teaching methods evolve throughout a person’s educational journey, a primary goal of schools remains constant: to foster learning and discovery, ultimately preparing students for future success. Clark & Enersen has 79 years of experience designing learning spaces for PK-12 through post-secondary and beyond, with a special focus on early childhood education (ECE) and career and technical education (CTE). These often serve as bookends for students on their educational journey and are vital for educational and career growth.

### Early Childhood Education

With each ECE project, our team leverages their knowledge and experience designing numerous similar facilities, with consideration toward creating spaces that foster learning and discovery. Examples of interactive learning elements include placing windows at child eye level for connection to nature; incorporating magnetic and write-able surfaces in engaging places; incorporating shapes, numbers, letters, and primary colors into wall graphics and flooring; and other design elements that encourage large motor skill development. We believe educational opportunities can and should be expanded beyond the classroom, immersing students in a world of learning.

For Heartland Community Schools in Henderson, Neb., the Clark & Enersen team provided pre-bond services to help the District secure funding for several improvements to its facilities, with a major emphasis on early childhood education. Following a successful bond campaign, our team designed spaces to expand the District’s ECE program, including a community-operated daycare facility, infant and toddler rooms, and before/after school care spaces. The design also provided a dedicated secure entrance, while also ensuring physical connection to the existing school building.

“Early childhood education projects are critical for supporting families and providing young children with an impactful start to their educational journey,” says Senior Principal and Architect Tim Ripp, AIA, LEED, who served as Clark & Enersen’s principal-in-charge on the project. “It was very rewarding to help Heartland Community Schools prepare for the bond election, celebrate the successful campaign, and design spaces that will serve the school and community for years to come.”



*Rendering created for Heartland Community Schools bond campaign, featuring an early childhood education space.*

## Career and Technical Education

As students near the end of their PK-12 journey, it is important to provide them with college and career readiness opportunities. These initiatives help equip them with the skills and knowledge needed to transition into their next educational pursuits or join the workforce. Clark & Enersen has designed numerous career and technical education (CTE) facilities in collaboration with PK-12 schools, community colleges, and universities. These spaces support a wide range of potential career paths related to: agriculture, arts and fabrication, automation engineering/industrial, automotive technology, aviation, business management/administration, construction, cosmetology, culinary skills, government and public administration, health sciences and healthcare, HVAC maintenance, hospitality and tourism, human services, information technology, law and public safety training, manufacturing, robotics, transportation, and welding.

District OR-1, which supports students in Palmyra and Bennet, Neb., and Clark & Enersen have a long, successful history of collaboration, with much of the work being funded by bond campaigns. Most recently, our firm helped the District pass a \$22 million bond to complete improvements to Bennet Elementary and Palmyra Jr.-Sr. High School. This includes a new expansion with approximately 7,300 square feet of shops dedicated to metalworking, woodworking, agriculture, and other CTE focus areas. With growing demand for various trades within the local and national workforce, these spaces will be crucial for preparing students to join the workforce or pursue further education/training within their chosen field.

“Strong and practical career technical education (CTE) facilities and programs are invaluable for our high school students, local businesses, and our school community,” says Michael Hart, superintendent of District OR-1 Public Schools. “The lifelong skills learned and applied through experience with CTE programs are critical for preparing our students to successfully integrate, contribute, and thrive in our rural communities after high school. Even students who may not end up in typical CTE career tracks will find the addition of these skills and experiences beneficial. We are blessed to have a community that strongly supports and understands the value of CTE.”



*A shop space located in Palmyra Jr.-Sr. High School, which is part of a 7,300-SF expansion to support the school's CTE programs.*

For more information on how Clark & Enersen can help your school support students from ECE through CTE, please visit [www.clarkenersen.com](http://www.clarkenersen.com).



# Purple Ribbon Partners



**Apptegy**

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CORNHUSKER  
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# Purple Ribbon Partners



FARRIS ENGINEERING

## Farris Engineering

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construction | the people you build with

## MCL Construction

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## RMV Construction

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TRANE

TRANE  
TECHNOLOGIES

## Trane Technologies

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Roofing and Building Maintenance

## Tremco Roofing

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## Voss Lighting

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WILKINS

ARCHITECTURE | DESIGN | PLANNING

## Wilkins Architecture, Design, Planning

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## Contact Information

---

### **NRCSA**

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### **Legislative Contacts**

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[Deb Fischer](#)

[Pete Ricketts](#)

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

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

#### **Nebraska Governor**

[Jim Pillen](#)

#### **NE State Senators**

[Bob Andersen, Dist 49](#)

[John Arch, Dist 14](#)

[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

[Carolyn Bosn, Dist 25](#)

[Eliot Bostar, Dist 29](#)

[Tom Brandt, Dist 32](#)

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[Danielle Conrad, Dist 46](#)

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[Dunixi Guereca, Dist 7](#)

[Bob Hallstrom, Dist 1](#)

[Ben Hansen, Dist 16](#)

[Brian Hardin, Dist 48](#)

[Rick Holderoft, Dist 36](#)

[Jana Hughes, Dist 24](#)

[Megan Hunt, Dist 8](#)

[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Margo Juarez, Dist 5](#)

[Kathleen Kauth, Dist 31](#)

[Loren Lippincott, Dist 34](#)

[Dan Lonowski, Dist 33](#)

[Dan McKeon, Dist 41](#)

[Terrell McKinney, Dist 11](#)

[Glen Meyer, Dist 17](#)

[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Jason Prokop, Dist 27](#)

[Dan Quick, Dist 35](#)

[Jane Raybould, Dist 28](#)

[Merv, Riepe, Dist 12](#)

[Victor Roundtree, Dist 3](#)

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



## *NRCSA Programs*

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[Planning Support Service](#)

[Scholarship and Awards Programs](#)

[Superintendent Search Service](#)

[USBank OneCard Program](#)



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



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



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



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

## Update on Superintendent Goals

Superintendent Hanson gave an update on the progress of his goals.

## Goals Update- October 2025

Goal 1. Student Performance: Continue the development and initial implementation of the district Instructional Model Framework and students will average 10% growth regarding moving from developing to on track from the Fall to Spring NSCAS Assessment for the 2024-25 school per grade level.

**I did not meet this goal. We had 4 grade levels in reading that did not have the required 10% move from developing to on-track. All grade levels met this goal in Math.**

Goal 2. Student Performance: Continue the implementation of the Multi-Tiered Systems of Supports (MTSS-B) model in K-12 is implemented with fidelity to support student learning and social-emotional/ behavior instructional support. Raymond Central District Wide Goal will be to have a consistent and identifiable plan and process for identifying specific academic needs and scheduled times throughout the day to address these needs. Raymond Central District Wide Goal will be a 10% decrease of behavioral office referrals from the 2024-25 school year to the 2025-26 school year.

**We will be tracking this using data from this school year. I am pleased with the progress our MTSS program.**

Goal 3. Facility/Student Performance: Continue the development of a 10-year facility master priority list that addresses maintenance and improvements for existing buildings and grounds and to determine configuration of students to maximize use of facilities and instruction.

**Met- We have an updated and tiered facilities list. This includes transportation.**

Goal 4. Continue the development of safety and security practices for Raymond Central Public Schools.

**Met- We have an updated Safety Manual that includes large events and processes to respond quickly to crisis. We will continue to monitor and update.**

Goal 5. Engage with the community and build positive cooperative relationships by providing a minimum of 8 community collaboration and engagement activities each year.

**Met- I was well over the 8 collaboration activities and am off to a good start this year.**

### Safety Report

Lockdown drills have been conducted in each building.  
Safety Committee will meet on October 22 at 8:30 AM.

### Facilities Report

The driveway and concrete projects have started.

### Important Upcoming Dates

#### Superintendent Evaluation Dates:

1. October 8-14: Superintendent completes the self-evaluation
2. October 16: NASB sends board self-evaluation results
3. October 16-26: Board members complete their evaluations
4. Final Report & Executive Summary will be emailed to the Board President by November 3

Vision Committee Meeting - October 22

State Education Conference - November 20-21

### Board Committee Reports

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

**Curriculum Review Cycle****TEXTBOOK ADOPTION SCHEDULE**

<u>EVALUATION</u>	<u>IMPLEMENTATION</u>	<u>SUBJECT</u>
2022-2023	2023-2024	English Language Arts
2023-2024	2024-2025	Character Education/School Counseling Art, Music, PE, Health, Business
2024-2025	2025-2026	Math
2025-2026	2026-2027	Science
2026-2027	2027-2028	World Language, Journalism
2027-2028	2028-2029	Social Studies, Gifted
2028-2029	2029-2030	Industrial Technology, FCS, Ag
2029-2030	2030-2031	Repeat the cycle

- Periodic Review of Curricular Areas integrated in Curriculum include Multicultural Education, Gifted Education, Remedial/Title Services, Technology, and Safety
- Raymond Central Curriculum will be revised as needed to comply with State Standards and State and Federal Regulations.

Date of Adoption: May 18, 2009  
Date of Revision: February 14, 2024

**Curriculum Review Cycle****TEXTBOOK ADOPTION SCHEDULE**

<u>EVALUATION</u>	<u>IMPLEMENTATION</u>	<u>SUBJECT</u>
2022-2023	2023-2024	English Language Arts
<ul style="list-style-type: none"> <li>Completed with an adjustment made to high school this year.</li> </ul>		
2023-2024	2024-2025	Character Education/School Counseling Art, Music, PE, Health, Business
<ul style="list-style-type: none"> <li>We were off schedule, but we have added Character Education and School Counseling and are having the teachers review the other areas for needs.</li> </ul>		
2024-2025	2025-2026	Math
<ul style="list-style-type: none"> <li>Completed and currently being implemented</li> </ul>		
2025-2026	2026-2027	Science
<ul style="list-style-type: none"> <li>Review possible options on November 14<sup>th</sup> at 1:00</li> </ul>		
2026-2027	2027-2028	World Language, Journalism
2027-2028	2028-2029	Social Studies, Gifted
<ul style="list-style-type: none"> <li>Online resources selected during the last rotation are no longer available. We will be reviewing resources this spring.</li> </ul>		
2028-2029	2029-2030	Industrial Technology, FCS, Ag
2029-2030	2030-2031	Repeat the cycle
<ul style="list-style-type: none"> <li>Periodic Review of Curricular Areas integrated in Curriculum include Multicultural Education, Gifted Education, Remedial/Title Services, Technology, and Safety</li> <li>Raymond Central Curriculum will be revised as needed to comply with State Standards and State and Federal Regulations.</li> </ul>		

Date of Adoption: May 18, 2009  
Date of Revision: February 14, 2024

## 1. Names and Endorsements of Teachers in the Social Studies Department

- Andrew Placke: Social Science 7-12
- Jackson Hilyard: Social Science 7-12
- Courtney Polak: History 7-12
- Mike Henderson: Social Science 7-12
- Traci Hummel: Social Studies Grade 6
- Ben Svehla : Intro to Business, Leadership and Management, Business Law, Info Tech 6-12

## 2. Courses that are taught in the social sciences department with a brief explanation of the course.

- **American Government:** This American Government course will consist of learning the fundamental beliefs and laws of the United States of America. Special emphasis will be placed on historic documents such as the Constitution and the evolution of the American system through Court decisions and other actions or events. Application of principles will be key throughout the course. Students will become knowledgeable in the processes of government, the law, and how they interact to shape your daily experiences. Students will become effective in the process of evaluating and choosing leaders who will best represent your values within the confines of the American system of government.
- **American History/Dual Credit American History:** This course covers American History starting with Reconstruction through the Modern Era. Students will analyze sources, infer meaning from political cartoons, explain events chronologically, and identify similarities and differences between experiences of diverse groups in history.
- **World History:** This World History course will focus on developing your understanding of World History from approximately 8000 B.C.E. to the present. You will investigate the content of World History for significant events, individuals, developments, and processes in SIX historical periods, and develop and use the same thinking skills and methods employed by historians. You will be able to identify and analyze primary and secondary sources, make historical comparisons, and complete chronological reasoning and argumentation
- **Dual Credit World History:** History 2100 World History to 1500: This course is a survey of the world's cultures and their interactions from the rise of civilization through the age of European expansion. Hist 2110 World History Since 1500: This course is a survey of the world's cultures from the era of European expansion to the present day.
- **Geography:** This course covers each region of the world. Each unit will discuss physical characteristics, human/environment interactions, people, culture, governments, and

economics for each section. Students will analyze sources, infer meaning from political cartoons, explain events chronologically, and identify similarities and differences between experiences of diverse groups in history.

- **Economics**: A course covering economic concepts such as basic characteristics of the American economic system, how fundamental economic concepts operate, supply and demand, decision making and costs, consumer issues, and the principles that influence business decisions.
- **6th Grade Social Studies:** (Mrs. Hummel) In this course students “deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world’s ancient civilizations.” -Nebraska State Standards.
- **8th Grade American History:** (Mr. Henderson) This course covers United States History from 1480-1877. This course covers all Nebraska State Standards per the 8th grade level, (which include, historical analysis, citizenship, civics, economics and multicultural education. Key periods covered are: Founding of America, Colonialism, American Revolution, Federal Period, Western Growth, Slavery and the Civil War, and Reconstruction. . 8th Grade Nebraska State Economics Standards are also incorporated and taught.
- **7th Grade World Social Studies:** (Mr. Henderson) This course covers all Nebraska State Standards per the 7th grade level (which include, historical analysis, civics, government, and multicultural education. This world social studies class covers ancient times up through the Renaissance with the focus on Europe, the Middle East, Africa, and Asia. 7th grade State of Nebraska Economic Standards are incorporated and taught in the 4th Quarter.

### **Rotating Classes**

- **Modern Problems**: Students will explore modern issues they have an interest in learning about. Students will be taught methods for investigation and will participate in a variety of discussion techniques to provide opportunities for civil discourse.
- **Psychology**: Students will learn the basic components of the study of Psychology. This will include involvement in experiments, case studies, research, and application of content knowledge in a number of ways.
- **Sociology**: Studies the patterns of human behavior and how people react in social situations. Covers how Cultures, Families, Gender, Age, Religion, and many other subjects impact human behavior.
- **Holocaust Literature**: One course – or even one lifetime- cannot cover all the aspects of the Holocaust and Genocide; this particular course is devoted to literature and film created by human beings both during and after these unspeakable conditions. This course

focuses on literature (fiction, memoir, poetry, non-fiction) created by the victims of the Holocaust – written primarily by Jews, but by other victims also. Our readings and discussions will focus on human suffering, human cruelty, and often deliberately inflicted extreme cruelty, as revealed in what is often referred to as the literature of atrocity.

### **3. How the curriculum stresses multiculturalism and the role that men and women played in national independence and establishment of our constitution.**

High School American History Standards - HS.4.1.a & c, HS.4.2, HS.4.3 (in reference to multiculturalism)

#### **8th Grade American History: (Mr Henderson)**

- Forms and Functions of Government SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.
- Forms and Functions of Government SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.
- SS 8.1.1.e Describe how important government principles are shown in American government. For example: freedom, individual rights, representative democracy,
- SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts. For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day - 9/11, Native American Heritage Day, tribal flag songs

#### **(b) The historical background, memorization, and singing of patriotic songs such as the Star-Spangled Banner and America the Beautiful;**

- The music curriculum stresses multiculturalism by incorporating repertoire and instruments throughout the year from a variety of cultures which leads to classroom discussions and lectures regarding the various cultures.
- High School and Junior High Choir have memorized and sung My Country Tis of Thee. Towards the end of the year they will learn Star Spangled Banner.
- 5th Grade: Reviewed and sang through Grand Old Flag, My Country Tis of Thee and God Bless America, will be introducing Off We Go Into the Wild Blue Yonder (Air Force) and The Marines Hymn later on in the year.
- 4th Grade: Reviewed You're a Grand Old Flag and My Country Tis of Thee, will be introducing God Bless America and the Nebraska state song later in the year.
- 3rd Grade: Memorized/reviewed My Country tis of Thee, will later review You're a Grand Old Flag later on
- 2nd Grade: Learned You're a Grand Old Flag, will eventually be memorized once we review it later on

- 1st Grade: Learned My Country Tis of Thee, will eventually be memorized once we review it later on
- Learning the songs all incorporate discussions on history and patriotism with the specific songs they learn/review

**(c) Elementary Observance of Patriotic Exercises**

- [Proposed Elementary Schedule of Americanism Events](#)

**4. Discuss the assessments that are used to ensure that students achieve mastery of content.**

- Civics Test (Citizenship Test)
- Test over how to register to vote
- Test over how to register for the draft
- Letters to senators and representatives
- Unit tests of the 3 branches of the government
- Tests over Standards
- 6th Grade - Multi-Intelligence Projects
- 7th-8th Grade Standards tests
- 8th Grade Citizenship Test
- 8th Grade-Spring projects covering United State Western Growth.

**5. In what grades are we specifically teaching American History (two of three grades from 5th - 8th need to be addressing this)**

- Juniors (11th): Students take American History
- 5th Grade - Ancient Civilizations to American History before Civil War
- 6th Grade - Ancient Civilizations
- 8th Grade-American History class from 1480-1877

**6. How/where do we teach respect for the flag?**

- Pledge of Allegiance done every morning in each building
- Veterans Day Program (K-12)
- 8th Grade- We teach who was the Author of “Star Spangled Banner.” When it was written and why. Students also analyze the meaning of the words.
- 5th Grade Flag Bearers at each Elementary Raise / Lower and Fold the American Flag and Nebraska Flag on a rotation so every student is involved.

**5. We are required to do one of the following three components...which one do we do and in what class does it happen**

*(i) Administration of a written test that is identical to the entire civics portion of the naturalization test used by United States Citizenship and Immigration Services prior to the*

completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; **In Government during senior year, all students take the Citizenship test per student file.**

**In 8th grade all students take the citizenship and Immigration test second semester when covering the 14th Amendment.**

(ii) Attendance or participation between the commencement of eighth grade and completion of twelfth grade in a meeting of a public body as defined by section 84-1409 followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to such attendance or participation; **During senior year, students are required to attend (1) school board meeting and (1) town meeting.**

(iii) Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by a holiday listed in subdivision (6) of this section or on a topic related to such person or persons or event; and

<b>Holiday</b>	<b>Date</b>	<b>Grade Level Responsible</b>	<b>Notes</b>
George Washington's Birthday/ Presidents Day	3rd Monday in February 16, 2026	Kindergarten	Can be combined with Abe Lincon's Birthday / Presidents Day
Abe Lincoln's Birthday	February 12th	1st	
Dr. Martin Luther King Jr. Birthday	January 15th	2nd	
Native American Heritage Day	Day after Thanksgiving / 12.1.2025	3rd	
Constitution Day	September 17th	4th	
Memorial Day	Last Monday of May - Week before	5th	
Veteran's Day	November 11th / 11.11.25	Committee	

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



# 2027 IC Bus, CE Series

**Type C Premium School Bus  
Non-CDL, 23,500lb GVWR  
Seating: 14 pass total capacity plus driver:  
8 pass seating plus (3) Wheelchairs  
12 pass seating plus (2) Wheelchairs  
Includes (4) Integrated *Child Seat* Positions  
Air Brakes, Air Ride, Flat Floor with Tracks  
Cummins Turbo-Diesel  
Allison Automatic Transmission**

**Sales Proposal For:  
Raymond Central Schools**

**Presented By:  
CORNHUSKER INTERNATIONAL TRUCKS, INC**

**Prepared For:**  
Raymond Central Schools  
Bryon Hanson  
1800 W Agnew Rd.  
Raymond, NE 68428-4315  
(402)785 - 2615  
Reference ID: N/A

**Presented By:**  
CORNHUSKER INTERNATIONAL TRUCKS, INC  
Russell Folts  
3131 CORNHUSKER HIGHWAY  
LINCOLN NE 68504 -  
(402)466-8461

Thank you for the opportunity to provide you with the following quotation on a new IC Corporation vehicle. I am sure the following detailed specification will meet your operational requirements, and I look forward to serving your business needs.

**Model Profile**  
**2027 CE SCHOOL BUS (PB110)**

<b>AXLE CONFIG:</b>	4X2
<b>APPLICATION:</b>	School Transportation, Special Needs
<b>MISSION:</b>	Requested GVWR: 23500. Calc. GVWR: 23500 Calc. Start / Grade Ability: 29.16% / 2.33% @ 55 MPH Calc. Geared Speed: 84.5 MPH
<b>DIMENSION:</b>	Wheelbase: 169.00, CA: N/A, Axle to Frame: 93.00
<b>ENGINE, DIESEL:</b>	{Cummins B6.7 200} EPA 2024, 200HP @ 2400 RPM, 600 lb-ft Torque @ 1600 RPM, 2600 RPM Governed Speed, 200 Peak HP (Max), School Bus Only
<b>TRANSMISSION, AUTOMATIC:</b>	{Allison 2500 PTS} 6th Generation Controls, Wide Ratio, 6-Speed with Double Overdrive, Less PTO Provision, Less Retarder, with 33,000-lb GVW and GCW Max, School Bus
<b>CLUTCH:</b>	Omit Item (Clutch & Control)
<b>AXLE, FRONT NON-DRIVING:</b>	{Meritor MFS-08-153B} I-Beam Type, 8,000-lb Capacity
<b>AXLE, REAR, SINGLE:</b>	{Dana Spicer S16-130} Single Reduction, 15,500-lb Capacity, 190 Wheel Ends Gear Ratio: 5.13
<b>TIRE, FRONT:</b>	(2) 255/70R22.5 Load Range H AH37 (HANKOOK), 562 rev/mile, 75 MPH, All-Position
<b>TIRE, REAR:</b>	(4) 255/70R22.5 Load Range H AH37 (HANKOOK), 562 rev/mile, 75 MPH, All-Position
<b>SUSPENSION, REAR, AIR, SINGLE:</b>	{International IROS} 15,500-lb Capacity, 9.25" Ride Height, with Shock Absorbers Mounted Outside the Rails
<b>PAINT:</b>	Cab schematic 100NB Location 1: 4421, School Bus Yellow (Std) Chassis schematic N/A

**Vehicle Specifications**  
**2027 CE SCHOOL BUS (PB110)**

**October 03, 2025**

**Description**

Base Chassis, Model CE SCHOOL BUS with 169.00 Wheelbase, N/A CA, and 93.00 Axle to Frame.

**BODY PLANS**

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BODY, BUS Conventional; 78" Headroom, 19'11" Body Length, +9 Section Front and Rear, 39 Passenger, 169/170 WB

STATE OF OPERATION Nebraska

BODY PLAN, SPECIAL NEEDS See BP

**AXLE CONFIGURATION**

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AXLE CONFIGURATION 4x2

**ENGINE**

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ENGINE, DIESEL {Cummins B6.7 200} EPA 2024, 200HP @ 2400 RPM, 600 lb-ft Torque @ 1600 RPM, 2600 RPM Governed Speed, 200 Peak HP (Max), School Bus Only

EMISSION, CALENDAR YEAR {Cummins B6.7} EPA, OBD and GHG Certified for Calendar Year 2025

CARB EMISSION WARR COMPLIANCE Does Not Comply with CARB Emission Warranty

CARB IDLE COMPLIANCE Does Not Comply with California Clean Air Idle Regulations

EPA IDLE COMPLIANCE Low NOx Idle Engine, Complies with EPA Clean Air Regulations; Includes "Certified Clean Idle" Decal on Hood

VEHICLE REGISTRATION IDENTITY ID for Non-CARB Omnibus and/or Non-ACT Adopting State or Exempt Vehicle. Not for use on vehicles registering in CA/MA /OR/NJ/NY/WA. Contains non-mitigated legacy engine & cannot be registered in CA unless exempt. You may be held liable under state law for failure to properly register vehicle.

**Notes**

: CANNOT BE REGISTERED IN CA. For vehicles that will be registered in States other than CA.

RADIATOR Aluminum, 2-Row, Down Flow, Front to Back System, 640 SqIn Louvered, with 383 SqIn Charge Air Cooler, Includes In-Tank Oil Cooler

**Includes**

: RADIATOR HOSES Premium, Rubber

FAN DRIVE {Horton Drivemaster} Automatic On/Off Type, with Normally Closed Temperature Control

**Includes**

: FAN Nylon

AIR CLEANER Single Element, Fire Retardant Media

ANTI-FREEZE Red, Extended Life Coolant; To -40 Degrees F/ -40 Degrees C, Freeze Protection, Nitrite Free

BLOCK HEATER, ENGINE {Phillips} 120V/750W, for Cummins ISB/B6.7 Engines

**Includes**

: BLOCK HEATER SOCKET Receptacle Type; Mounted in Center Through Front Bumper

CRUISE CONTROL Electronic

OIL PAN 15 Quart Capacity, For Cummins ISB/B6.7 Engines

THROTTLE, HAND CONTROL Electronic

**TRANSMISSION**

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TRANSMISSION, AUTOMATIC {Allison 2500 PTS} 6th Generation Controls, Wide Ratio, 6-Speed with Double Overdrive, Less PTO Provision, Less Retarder, with 33,000-lb GVW and GCW Max, School Bus

**Description**

NEUTRAL AT STOP OMIT

SHIFT CONTROL PARAMETERS {Allison} 1000 or 2000 Series Transmissions, Performance Programming

TRANSMISSION OIL Synthetic; 20 thru 28 Pints

TRANSMISSION SHIFT CONTROL Column Mounted Stalk Shifter, for Allison 1000 & 2000 Series Transmission

**CLUTCH**

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CLUTCH Omit Item (Clutch & Control)

**REAR AXLES, SUSPENSIONS**

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AXLE, REAR, SINGLE {Dana Spicer S16-130} Single Reduction, 15,500-lb Capacity, 190 Wheel Ends . Gear Ratio: 5.13

SUSPENSION, REAR, AIR, SINGLE {International IROS} 15,500-lb Capacity, 9.25" Ride Height, with Shock Absorbers Mounted Outside the Rails

FLAT FLOOR EFFECTS for Air Suspension; with Conventional Bus Models

**FRONT AXLES**

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AXLE, FRONT NON-DRIVING {Meritor MFS-08-153B} I-Beam Type, 8,000-lb Capacity

**FRONT SUSPENSIONS**

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SUSPENSION, FRONT, SPRING Parabolic Taper Leaf, Shackle Type, 8,000-lb Capacity, with Shock Absorbers

**Includes**

: SPRING PINS Rubber Bushings, Maintenance-Free

**CABS, COWLS, BODIES**

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COWL Flat Back

AIR CONDITIONER with Integral Heater and Defroster

CAB INTERIOR TRIM Classic, for Day Cab

GAUGE CLUSTER Base Level; English with English Electronic Speedometer

**Includes**

: GAUGE CLUSTER DISPLAY: Base Level (3" Monochromatic Display), Premium Level (5" LCD Color Display); Odometer, Voltmeter, Diagnostic Messages, Gear Indicator, Trip Odometer, Total Engine Hours, Trip Hours, MPG, Distance to Empty/Refill for

: GAUGE CLUSTER Speedometer, Tachometer, Engine Coolant Temp, Fuel Gauge, DEF Gauge, Oil Pressure Gauge, Primary and Secondary Air Pressure or Auxiliary Air Pressure (if Air Equipped)

: WARNING SYSTEM Low Fuel, Low DEF, Low Oil Pressure, High Engine Coolant Temp, Low Battery Voltage (Visual and Audible), Low Air Pressure, Primary and Secondary (if Air Equipped)

GAUGE, DEF FLUID LEVEL

GAUGE, OIL TEMP, AUTO TRANS for Allison Transmission

HEATER SHUT-OFF VALVES (2) Ball Valve Type

INSTRUMENT PANEL Wing Panel

IP CLUSTER DISPLAY On Board Diagnostics Display of Fault Codes in Gauge Cluster

WINDSHIELD Three Piece, Bonded, with Shaded Band

WINDSHIELD WIPER BLADES Winter Type

**Description**  
**FRAMES**

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FRAME RAILS High Strength Low Alloy Steel (50,000 PSI Yield); 10.125" x 3.062" x 0.312" (257.2mm x 77.8mm x 8.0mm); 489.2" (12425mm) Maximum OAL

BUMPER, FRONT Contoured, Steel, Painted Gloss Black, Severe Duty

**Notes**

: Bumper Thickness is .25"

CROSSING GATE, FRONT Electric, Yellow Blade, Bumper Mounted

**Includes**

: CONTROL ASSEMBLY Solid State, Located Rear of Front Bumper, Heater not Required

: CROSSING GATE, FRONT Matches Contour of Bumper

CROSSMEMBER, REAR, AF (1)

WHEELBASE RANGE 158" (400cm) Through and Including 169" (430cm)

**BRAKES**

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BRAKE SYSTEM, AIR Dual System for Straight Truck Applications

**Includes**

: BRAKE LINES Color and Size Coded Nylon

: DRAIN VALVE Twist-Type

: GAUGE, AIR PRESSURE (2) Air 1 and Air 2 Gauges; Located in Instrument Cluster

: QUICK RELEASE VALVE On Rear Axle for Spring Brake Release: 1 for 4x2, 2 for 6x4

: SPRING BRAKE MODULATOR VALVE R-7 for 4x2, SR-7 with relay valve for 6x4/8x6

AIR BRAKE ABS {Bendix AntiLock Brake System} 4-Channel (4 Sensor/4 Modulator) Electronic Stability Program, with Automatic Traction Control

BRAKE, PARKING Manual Push-Pull Pneumatic Parking Brake

BRAKES, FRONT {Meritor 15X4 Q-PLUS CAST} Air S-Cam Type, Cast Spider, Fabricated Shoe, Double Anchor Pin, Size 15" X 4", 13,200-lb Capacity

BRAKE CHAMBERS, FRONT AXLE {Bendix} 20 SqIn

SLACK ADJUSTERS, FRONT {Haldex} Automatic

BRAKES, REAR {Meritor 16.5X7 Q-PLUS CAST} Air S-Cam Type, Cast Spider, Fabricated Shoe, Double Anchor Pin, Size 16.5" X 7", 23,000-lb Capacity per Axle

BRAKE CHAMBERS, REAR AXLE {Bendix EverSure} 30/30 SqIn Spring Brake

SLACK ADJUSTERS, REAR {Haldex} Automatic

AIR COMPRESSOR {Cummins} 18.7 CFM

AIR DRYER {Bendix AD-9SI} with Heater, Includes Safety Valve

AIR DRYER LOCATION Mounted Inside Engine Compartment, Right Side

AIR TANK LOCATION (1) Mounted Inside & Below Left Rail, Back of Cab

GVWR LIMITATION FOR BUS with Air Brakes, Limited to 33,000-lbs Maximum to meet FMVSS 121 Requirements, for Conventional Bus

PARKING BRAKE INTERLOCK Parking Brake Cannot be Released Until Ignition Switch is in "On" Position and Service Brake Pedal is Applied, Use with Air Brake Chassis Only

**STEERING**

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STEERING GEAR {TRW TAS40} Power

**Description**

STEERING COLUMN Tilting

STEERING WHEEL 4-Spoke; 18" Dia., Black Leather Wrapped

**DRIVELINES**

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DRIVELINE SYSTEM {Dana Spicer} SPL100, for 4x2/6x2

PROPSHAFT GUARD

**EXHAUST SYSTEMS**

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EXHAUST SYSTEM Horizontal Aftertreatment System, Frame Mounted Under Right Rail, for Single Long Horizontal Tail Pipe

TAIL PIPE (1) Horizontal, Long, Exits Left Side Through Bumper

**ELECTRICAL SYSTEMS**

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ELECTRICAL SYSTEM 12-Volt, Standard Equipment

**Includes**

: HAZARD SWITCH Push On/Push Off, Located on Instrument Panel to Right of Steering Wheel

: HEADLIGHT DIMMER SWITCH Integral with Turn Signal Lever

: MISCELLANEOUS FEATURES Modular, Loom Protected, Grommets in all Applicable Body Openings, Assembled in Computer Assisted Fixture which Verifies Continuity and Correct Assembly Prior to Installation

: PARKING LIGHT Integral with Front Turn Signal and Rear Tail Light

: STARTER SWITCH Electric, Key Operated

: TURN SIGNAL SWITCH Self-Cancelling with Lane Change Feature

: TURN SIGNALS, FRONT Includes Reflectors and Auxiliary Side Turn Signals, Solid State Flashers; Flush Mounted

: WINDSHIELD WIPER SWITCH 2-Speed with Wash and Intermittent Feature (5 Pre-Set Delays), Integral with Turn Signal Lever

: WIRING, CHASSIS Color Coded and Continuously Numbered

ALTERNATOR {Leece-Neville BLP4024N} Brushless, 12 Volt, 325 Amp Capacity, Pad Mount, with Remote Sense

ANTENNA Shark Fin, Roof Mounted

BATTERY BOX Steel, with Powder Coat Sliding Tray, 25.25" Wide, for Standard Batteries, 1-3 Battery Capacity, Mounted Left Side Behind Front Axle Perpendicular to Frame Rail

BATTERY DISCONNECT SWITCH {Cole-Hersee 75920-06} 300 Amp, Disconnects Charging Circuits, Locks with Padlock, Battery Box Mounted

BATTERY SYSTEM {Fleetrite} Maintenance-Free, (3) 12-Volt 1980CCA Total, Top Threaded Stud

CIRCUIT BREAKERS Manual-Reset (Main Panel) SAE Type III with Trip Indicators, Replaces All Fuses

COLLISION MITIGATION SYSTEM Omit

CONNECTOR, DASH, CENTER PANEL Cab Wiring for TMC RP1226 Vehicle Accessory Connector; Includes 14-pin Connector with Switched Power, Battery Power, Ignition Power, Ground & Body 250K Datalink, Connector Located Behind Instrument Panel Center Console

HEADLIGHT WARNING BUZZER Sounds When Head Light Switch is on and Ignition Switch is in "Off" Position

HEADLIGHTS Halogen, with Daytime Running Lights, Automatic Twilight Controlled

HEADLIGHTS ON W/WIPERS Headlights Will Automatically Turn On if Windshield Wipers are Turned On

HORN, ELECTRIC (2) Trumpet Style

INDICATOR, LOW COOLANT LEVEL with Audible Alarm

RADIO AM/FM/USB Input/Auxiliary Input, Includes Wiring and Antenna, with Public Address System

STARTING MOTOR {Mitsubishi Electric Automotive America 90P47} 12-Volt, with Soft-Start

**Description**

TURN SIGNALS, FRONT Dual Face, LED, Amber/Red, Mounted on Top of Fender, Used with Standard Flush Mounted Front Turn Signal, Side Marker Lamps, Parking Lights and Reflectors

USB PORT One USB-A Port and One USB-C Port, Located in Instrument Panel

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**FRONT END**

FRONT END Tilting, Fiberglass, with Three Piece Construction, Dual Air Intakes

BUG SCREEN Mounted Behind Grille

GRILLE Molded in Black, with Chrome Surround

HOOD TILT ASSIST {EASY TILT} Mechanical

LOGOS EXTERIOR Model Badges

LOGOS EXTERIOR, ENGINE Badges

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**SPEEDOMETER, TOOLS, MISC**

COMMUNICATIONS MODULE Telematics Device with Over the Air Programming; Includes Five Year Data Plan and International 360

MUD FLAPS, FRONT WHEELS (2) Rubber, Mounted on Fender Extension

PAINT SCHEMATIC, PT-1 Single Color, Design 100

**Includes**

: PAINT SCHEMATIC ID LETTERS "NB"

PAINT TYPE Urethane, One or Two Colors, Other than Imron or International.

PROMOTIONAL PACKAGE 7 Year Unlimited Miles/km Warranty, Limited Time Program for Allison 2500 Series Transmission on School and Commercial Buses (Supplied directly through Allison)

ENTRANCE DR COVERAGE CREDIT Bus Entrance Door Service Contract Coverage Credit

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**FUEL TANKS**

FUEL TANK Top Draw, Steel, Rectangular, 65 US Gal (246L), Includes Protective Cage, Mounted Between Frame Rails and Behind Rear Axle

DEF TANK 16.5 US Gal (62.5L) Capacity, Frame Mounted Outside Right Rail, Behind 0 Bow

FUEL/WATER SEPARATOR {Racor 400 Series,} 12 VDC Electric Heater, Includes Pre-Heater, with Primer Pump, Includes Water-in-Fuel Sensor

LOCATION FUEL/WATER SEPARATOR Mounted Under Hood, Left Side, Above Front Axle

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**WHEELS, TIRES - FRONT**

WHEELS, FRONT {Accuride 51408} DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs

(2) TIRE, FRONT 255/70R22.5 Load Range H AH37 (HANKOOK), 562 rev/mile, 75 MPH, All-Position

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**WHEELS, TIRES - REAR**

WHEELS, REAR {Accuride 51408} DUAL DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs

(4) TIRE, REAR 255/70R22.5 Load Range H AH37 (HANKOOK), 562 rev/mile, 75 MPH, All-Position

Description  
**BODY FEATURES**

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BUMPER, REAR Painted, 12" High, 3/16" Thick

SUPPORTS, REAR BUMPER Bolted to Frame

BODY, REAR Includes Emergency Door

BOWS, ROOF 14 ga., One Piece Construction

Includes

: BOWS, ROOF Positioned Floor Line to Floor Line, Threaded Through Roof Strainers and Drip Rail

FASTENERS, HEADLINER Rivets

FLOOR, BODY Flat

HANDLE, ASSIST Windshield Side Mounted, Left and Right, Chrome

HEADLINER, BODY Conventional; 16'02"-25'02" Body Length, Perforated Full Length with Sound Insulation Full Length

LIGHT BARS Plastic

LINING, SIDE INTERIOR, LOWER Embossed Steel, Clear Coated

RAILS, WRAP-AROUND Just Below Window Line

RUB RAILS, BODY (4) Conventional; Steel, 19'2", 19'11", 20'8", 21'5" Body Length, Includes Snow Rail

Includes

: RUB RAILS Full Length, Primer Coated (Both Sides), Attached to Body without Cuts or Splices

SEALER Extra; Sidewall to Floor, In Wheel Pocket Area, and Rear Wall to Floor

SIDE SHEET, BODY, EXTERIOR Conventional, 16ga., Smooth, 19'2", 19'11", 20'8", 21'5", Body Length

SKIRT, BODY Conventional, 20", 16ga., 19'2", 19'11", 20'8", 21'5" Body Length

Includes

: SKIRT, BODY Extra Smooth Steel Supported by Floor Gussets

STEP, FRONT ENTRANCE DOOR 27 1/4" Depth; 14ga Steel, Formed Treads, Naviflex Finish

TIE DOWNS, BODY Grade 8 Bolts, Every Body Section

Includes

: TIE DOWNS, BODY with Formed Tab that Fits into Floor Structure to Prevent Turning

COVER, REAR DOOR INSIDE HANDLE Partial Coverage

DOOR, ENTRANCE, FRONT Electric, Outward Opening, with Single Pane Glass

DOOR, LIFT Single, 43" x 69.79", Mounted Aft of Rear Wheel Pocket, with 78" Headroom

FASTENERS, REAR DOOR Lag Screws, Rear Door To Body

HANDLE, ASSIST, ENTRANCE DOOR Outside Entrance

HANDLE, EXTERIOR, LIFT DOOR Single Door, Chrome

HANDLE, EXTERIOR, REAR Emergency Door; Chrome

HOLD BACK, REAR DOOR Stationary, No Cables, with Plastic Cover

KEYS ALIKE, LOCKS Entrance Door, 545 Keys

LATCH, LIFT DOOR Single, Three Point Slide Bar

LATCH, REAR DOOR One Point Slide Bar, Cam Operated, with One Inch Stroke

**Vehicle Specifications**  
**2027 CE SCHOOL BUS (PB110)**

**October 03, 2025**

**Description**

LOCK, ENTRANCE DOOR in External Release, with Key

LOCK, REAR DOOR with Ignition Starter Interlock

COMPARTMENT, DRIVER STORAGE Bin, Sized to Hold Three Ring Binder, Includes (1) USB-A Port and (1) USB-C Port

HOLD DOWN, BATTERY For Up To 3 Batteries

WASTE CONTAINER Removable, Located in Driver Area

INSULATION, ROOF/SIDES/BULKHEAD 1.5"

NOISE REDUCTION, ROOF BOW Conventional; Insulation, 19'2", 19'11", 20'8", 21'5" Body Lengths

UNDERCOAT, BODY Fire Resistant, Water Based, TT-C-730 Spec

**Includes**

: UNDERCOATING Performed Before and After Mounting on Chassis

UNDERCOAT, FLOOR/STEPWELL/SIDES for Engine Noise Reduction

BODY CERTIFICATION TAG Metal

BODY TAG, METAL Capacity to Include the Total Number of Passengers Plus Driver

DECAL, HANDICAP (4) 6" x 6", 1 Mounted on Electrical Access Door, 1 Mounted on Lift Door Below Window Line, 1 on Left Bumper, 1 on Rear Door Between Top and Bottom Glass

LETTERS, BATTERY COMPARTMENT (01) Decal; "Battery"; 1" Black Letters, Centered on Standard Battery Box

LETTERS, CAPACITY 2" Black Decal, (1) Place, with Bus Number, For the State of Nebraska

LETTERS, DEF, I.D. Decal; "DEF ONLY", 1" Black, on DEF Filler Door

LETTERS, DOOR, REAR Decals; "EMERGENCY DOOR", 2" Black Letters Inside and Outside

LETTERS, FUEL I.D. Decal; "DIESEL FUEL", 2" Black, Adjacent to Fuel Filler Door

LETTERS, HEADER Decal; "WATCH YOUR STEP", 1" Black, Above Windshield

LETTERS, E/E WINDOW, LEFT (01) Decal Set, "EMERGENCY EXIT", Black Inside and Outside

LETTERS, E/E WINDOW, RIGHT (01) Decal Set, "EMERGENCY EXIT", Black, Inside and Outside

LETTERS, SCHOOL BUS FRONT/REAR Decal; "SCHOOL BUS"; with 8" Black Reflective Letters, 3M Fluorescent Diamond Grade, Yellow On Front and Rear Cap

LETTERS, STEPWELL Decal, "WATCH YOUR STEP", 2.5" Black, Behind Door on Step Riser

LOGO, ROOF LINE Decal; Wing and Shield, First Body Section, Above Driver Window and Entrance Door Over Driver Window and Entrance Door

OPERATING INSTRUCTIONS, REAR Decal, Inside Rear Emergency Door

PAINT COLOR, BODY INTERIOR 9384 Spring White

PAINT COLOR, BODY EXTERIOR 4421 School Bus Yellow

PAINT COLOR, BUMPER Rear, 0001 Canyon Black

PAINT FLASHER BACKGRD 0001 Canyon Black

PAINT HOOD AND FENDER To Match Body Exterior

PAINT, RUB RAIL Flange to Flange

PAINT COLOR, RUB RAILS 0001 Canyon Black

PAINT STREAMER On Roof, Both Sides 1" Above Drip Rail, 0001 Canyon Black

**Description**

PAINT, WINDOW BOW CAPS 0001 Canyon Black, Side Only  
SEAL, RUB RAILS Top Edge, All Rails  
STRIPING, BUMPER (4) Decal, Non-contrasting, Front and Rear  
STRIPING, E/E WINDOW, LEFT (01) Perimeter, 1" Yellow  
STRIPING, E/E WINDOW, RIGHT (01) Perimeter, 1" Yellow  
STRIPING, PERIMETER, REAR Emergency Door, 1" Yellow Reflective  
STRIPING, REAR END {3M} Yellow Fluorescent Diamond Grade, 1" Horizontal and 2" Vertical  
STRIPING, ROOF HATCH, FRONT Decal, Perimeter, 1" Yellow  
STRIPING, SEATLINE {3M} 2" Yellow Fluorescent Diamond Grade  
WIRING DIAGRAM Schematic, Electrical

**Includes**

: ACCESS PANEL for Wiring Diagram Schematic Located on Inside of Electrical Panel Door, Below Driver Window  
SUB FLOOR, PLYWOOD Conventional; B-C Exterior Grade, Less Sealed Edges, 5/8", 5 Ply, for 19'2", 19'11", 20'8" or 21'5" Body Lengths  
DISARM, POST TRIP INSPECTION Button Located at Rear Bulkhead on Left Side  
MONITOR, POST TRIP INSPECTION {Leave No Student Behind} Accessory Controlled, with Push Button Alarm Disable at Rear of Bus Prompts Driver to Walk to Back of Bus to Disable Alarm  
SWITCH, LOCATION Steering Wheel; Includes Master Flasher, Flasher On/Off, Red Override, and Door Control

**Includes**

: SWITCH, STEERING WHEEL, LIGHT Includes Illuminated Switches

**BODY FEATURES**

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WINDOW, DRIVER Storm  
COLOR, WINDOW FRAME, PASS Passenger Window, Natural Aluminum Finish  
WINDOW, E/E, LEFT (01) Vertical Hinge  
WINDOW, E/E, RIGHT (01) Vertical Hinge  
WINDOW, PASSENGER, TINT Conventional; 28% Light, Laminated Glass, 78" Headroom, with 19'2", 19'11", 20'8", 21'5" Body Lengths  
WINDOW, SASH (12) 27" Sections, 9"x 23" Opening  
WINDOW, STOPS 12" Opening, Only with 78" Headroom  
AISLE POSITION Center, for balanced seating  
FLOOR COVERING, COLOR Blue  
FLOOR COVERING, TRIM Aluminum  
FLOOR COVERING, TYPE {Koroseal} All Body Lengths  
STEP TREADS {Koroseal} Pebble White Nosing Only, with Non-Metal Backing, used with Formed Treaded Steps  
AIR CONDITIONER, BODY IC Air, 60,000 BTU, Evaporator FM55 Rear Flush Mounted, Condenser SC-3 Skirt Mounted, Compressor TM21, with EC4.0 Control System  
FAN, DEFOG LEFT CENTER 6.50" Diameter, Black, Mounted Left of Center Post, 2-Speed Switch in Panel  
FAN, DEFOG RIGHT CENTER 6.50" Diameter, Black, Mounted Over Windshield, 6" Right of Centerline, 2 Speed Switch in Panel

**Description**

HEATER, PASS, RT REAR 84,500 BTU

**Includes**

: AIR FILTER

HEATER, STEPWELL with Fixed Angle Louver to Door Glass

HEATER, WATER PUMP {2 MPU 12} Self Priming, with Plastic Housing

ROOF HATCH, FRONT {Transpec 1175-028-0121-03} (1) Triple Value

ROOF VENT, FRONT Static

ARM REST, DRIVER Left and Right

SEAT, DRIVER {National 2000} Air Suspension Dual Shock, High Back with Integral Headrest, Isolated, with 2 Position Front Cushion Adjustment, 6 to 17 Degree Seat Back Adjustment, Mechanical Lumbar Support, Includes Additional Back Padding

**Includes**

: SEAT BELT, DRIVER Adjustable D-Loop Seat Belt, Single Locking Retractor

UPHOLSTERY, BARRIER, TYPE (1-2) Prevaill, 42 oz.

UPHOLSTERY, DRIVER SEAT, COLOR Drivers Seat, Graphite

UPHOLSTERY, DRIVER SEAT, STYLE Plain, with Cloth Insert

UPHOLSTERY, DRIVER SEAT, TYPE Prevaill, 42 oz.

BARRIER, CRASH, AFT ENTRY DOOR 36", 2 Leg

BARRIER, CRASH, AFT DRIVER 36", 1 Leg

HAND RAIL, ENTRANCE DOOR, AFT Dual Height Stainless Steel, Upper Rail 1.25" OD 28" Above Floor, Lower Rail 1" OD

HAND RAIL, ENTRANCE DOOR, FWD Dual Height Stainless Steel, Upper Rail 1.25" OD 28" Above Floor, Lower Rail 1" OD

PANEL, MODESTY, AFT ENTR DOOR Mounted Under Barrier

PANEL, MODESTY, AFT OF DRIVER Mounted Under Barrier

SHIELD, COURTESY, RT 1ST POS Padded, 30", Mounted Under Stanchion

STANCHION, RT 1ST POSITION Padded, 30"

SEAT BELT, DRIVER, COLOR with Blaze Orange Seat Belt Webbing

SEAT BACK, PASSENGER High Back

SEAT,36",TRK,LT (2)

SEAT,36",WALL,3PT,CHLD,RT {BTI Seating System} (02) High Back, with 3 Point Seat Belts and Child Restraint

SEAT,36",WALL,RT (02)

UPHOLSTERY, PASS SEATS, COLOR Blue, for Seats, Barriers and Head Bumpers

UPHOLSTERY, PASS SEATS, TYPE Prevaill, 42 oz.; for (05-06) Seats

CUSHION, SEAT 15" Depth

SEAT BELT, DUAL Non-Retractable, Maroon/Brown, 06 Sets

SHOULDER RAILS, PADDED Conventional Bus; with 19'2", 19'11", 20'8" or 21'5" Body Length

UPHOLSTERY, SEAT, STITCHING Single

**BODY FEATURES**

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**Vehicle Specifications**  
**2027 CE SCHOOL BUS (PB110)**

**October 03, 2025**

**Description**

INSULATION, FUEL FILLER Rubber Isolator for Fuel Filler when Exhaust are on Same Side

TRACK, FLOOR LENGTHS 151"-200", with Full Shoulder Track

TIE DOWN, TRACK (03) Retractable

TIE DOWN, TRACK TYPE 0

TRACK, TYPE (BRAND) {OMNI L Track}

ALARM, BACKING {Ecco #850} 112 dB

CIRCUIT, PROTECTION Breakers, Manual Reset in Lieu of Fuses

FLASHER SYSTEM (8) Warning Lights, 8-Lamp System, Electronic Relay Flasher, Sequential Operation, Red Lights Activate after Amber Lights, Lights Deactivate with Door Closing

HOOD, WARNING LAMP (4) Black, 8-Lamp System, One Hood Above Two Lights

LIGHT, ENTRY DOOR {Sound Off/OptiLuxx} LED; 4" Oval; Light Mounted in Skirt Behind Entrance Door, Wired To Step Light

LIGHT, EXTERIOR, CHECK Automatically Activates Lights for Pre Trip Inspection

LIGHT, INDIC, LIFT DOOR Amber; Flashing, Located in Driver Area

LIGHT, INDIC, WARNING LIGHTS Red and Amber

**Includes**

: LIGHTS, WARNING Indicator Located in Instrument Cluster

LIGHT, LIFT DOOR Exterior; Light Mounted Above Lift Door Activated By Opening Lift Door

LIGHT, LIFT DOOR, INTERIOR Above Lift Door, Rectangular LED, with Door Operated Switch (Functionality May Be Included in Existing Dome Light)

LIGHT, STEP {Sound Off/OptiLuxx} 4" Round LED, White, Wired to Clearance Lights, Operated by Entrance Door

LIGHT, STROBE LED, Specialty Man. Co. 845-4020-100, Low Profile, Double Flash, 4.50" High

LIGHT, STROBE, GUARD Brush Guard; for Strobe Light 3" to 5" High

LIGHTS, BACK UP (2) {Sound Off/OptiLuxx} LED, 7" Round Clear

LIGHTS, CLUSTER {Truck Lite} LED; Amber Front and Red Rear

LIGHTS, DIRECTIONAL, REAR (2) {Sound Off/OptiLuxx} LED, 7" Round Amber

LIGHTS, DIRECTIONAL, SIDE {Sound Off/OptiLuxx} (2) Slim-Line LED Armored, Amber, (1) Each Side First Section Aft Entrance Door

LIGHTS, DOME LED, Rectangular Recessed Type, Two Full Rows, for 19'02", 19'11" Body Lengths

LIGHTS, DOME, DRIVER (1) LED, Rectangular, Mounted in Light Bar in Ceiling, with Separate Switch

LIGHTS, MARKER, FRONT & REAR LED, Flush Mount, Amber Front and Red Rear

LIGHTS, STOP (2) {Sound Off/OptiLuxx} and Tail; 7" Round LED, Red

LIGHTS, WARNING (8) {Sound Off/OptiLuxx} (4) 7" Round Red Strobing LED and (4) 7" Round Amber Strobing LED, 2 Front, 2 Rear Each Color

SPEAKERS AND WIRING (4) Flush Mounted in Light Bar

STOP ARM, FRONT Electric, Composite Blade, 18" Octagon, Double Sided, 1/2" White Border, Hi Intensity Grade, Strobing LED Lights

STOP ARM, LEFT REAR Electric, Composite Blade, 18" Octagon, Single Sided, 1/2" White Border, Hi Intensity Grade, Strobing LED Lights

SWITCH, DOME LIGHTS, DIMMER for All Passenger Dome Lights

**Vehicle Specifications**  
**2027 CE SCHOOL BUS (PB110)**

**October 03, 2025**

**Description**

SWITCH, INTERRUPT CROSS GATE Single Cycle; with Auto Reset, Located In Driver Compartment

SWITCH, LIFT OPERATION Rocker Switch, Dash Mounted

SWITCH, NOISE SUPPRESSION Actuator Legend States, "NOISE SUPP ", for Separate Solenoid, with Red Switch in Panel

SWITCH, REAR DOOR BUZZER for Emergency Door

MIRROR, CROSS VIEW, EXTERIOR (2) {Rosco High Definition} Black, Heated, with LED Downlit Front Lighting Activated when Headlights are on and Stop Arm is Extended

MIRROR, INSIDE 6" x 30", Clear Safety Glass, Metal Back, Round Corners

MIRROR, REAR VIEW, EXTERIOR {Rosco Open-View ES} Black, Motorized Head, Heated, Non-Detent

VISOR, INTERIOR, DRIVER LEFT 10" X 27" for Driver's Window

VISOR, INTERIOR, LEFT FRONT 6" x 30", Transparent, For Left Windshield

COMPARTMENT ABOVE DRIVER Left of the Driver

**Includes**

: COMPARTMENT ABOVE DRIVER Compartment Size: 39" x 10" x 10"

: HINGES Piano Type

FIRE EXTINGUISHER 5 lb 3A-40BC Minimum, with Flexible Hose and Metal Nozzle

FIRE EXTINGUISHER, FRONT LOC Located Behind Driver Seat

HINGE, COMPARTMENT Spring Lock Type, for Driver Overhead Storage Compartment

KIT, BODY FLUID Nebraska

KIT, FIRST AID Metal; 24 Unit, Spec State

LATCH, COMPARTMENT Locking, for Overhead Storage Compartment

LOCATION, BODY FLUID KIT on Bulkhead

LOCATION, FIRST AID KIT Right Side Front Bulkhead with Screws

PADDING COMPART ABOVE DRIVER Window; Safety Equipment Compartment, with Cutout for Dome Light

REFLECTORS, REAR (2) 3", Red, Adhesive Back

REFLECTORS, SIDE, FRONT (2) 3", Amber; Adhesive Back, 1 Aft Drivers Window Left, 1 Aft Entrance Door Right

REFLECTORS, SIDE, REAR (2) 3", Red, Adhesive Back

SAFETY TRIANGLES Warning Reflectors, Mounted on Floor Between Driver Seat and Drivers Crash Barrier/Stanchion/Partition

STORAGE COMPARTMENT, BELTS (3) for Q-Straint Wheelchair Belts, Mounted to Wall

INTERLOCK, LIFT for FMVSS Wheel Chair Interlock Requirements; with Key in "ON Position", Park Brake Must Be Applied, Transmission in Park or Neutral for Air Brakes, or in Park Only for Hyd Brakes, Lift Door Must be Opened Before Lift Can be Activated, w/ Automatic or Precision Transmissions

LIFT, WHEELCHAIR {Braun Model NL919IB} Gen-2, Power Pack Mounted Rear of Lift, 800-lb Capacity

TIE DOWN, WHEELCHAIR/OCCUPANT {Q'Straint} (03) QRT-360, SLIDE 'N CLICK Q-10023, Forward Facing, 50" Floor Space Front to Rear Required

CUTTER, SEAT BELT (2) {TIE TECH Safecut} for Cutting Seat Belts

CUTTER, SEAT BELT, LOCATION (2) Mounted on Panel Left of Driver, Aft of Entrance Door

DEF FILLER DOOR with Locking Latch

FENDERS, RUBBER, REAR (2)

**Description**

FUEL FILLER DOOR with Non-Locking Latch

FUEL FILLER PIPE Low Profile Neck Cap and Vent Hosing, for Use with Left Side Fill for Between the Rail Fuel Tanks, for Above the Floor Fuel Fill, for 25 GPM Fill Rate Only

INSPECTION PLATE Fuel Sending Unit 8" x 8" Steel

MUD FLAPS, REAR WHEELS (2) Rubber

SIGN, DESTINATION, FRONT Omit

SIGN, DESTINATION, REAR Omit

**Services Section:**

**WARRANTY**

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WARRANTY Standard for CE, RE, BE School Bus Models, Effective with Vehicles Built March 1, 2017 or Later, CTS-3304H

SERVICES, TOWING Service Call to 24-Month/Unlimited Mileage to the Nearest IC Bus Dealer for Navistar Warrantable Failure as Contract Defined; Includes Engine Failure if Supplier Declines Tow Coverage & ESC Supplied thru Navistar; \$550 (USA) Maximum Benefit per Incident

SRV CONTRACT, ENTRANCE DOOR 3 Year/Unlimited Miles, Entrance Door Policy

SRV CONTRACT, EXT VEH COVERAGE To 36-Month/50,000 Miles (80,000 km), Covers 100% Parts and Labor; Includes Body; Excludes Extending Warranty for Engine, Transmission, Perforation or Corrosion of Cab/Cowl Structure and Paint

**BODY FEATURES**

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WARRANTY 5-Year, Limited





September 29th, 2025

Raymond Central Public Schools

State Contract # 16076 OC

Bid line F7K: 2025 Ford Transit low roof Passenger van 1 ton AWD: \$66,387

Reverse sensing system: \$295

Privacy glass: \$500

10 Passenger upfit by Mobility Motorworks included

Total price: \$67,182

\*90 ETA for order

\*\*30 additional days for upfit

**Bobby Colclasure**

*Anderson Auto Group*

*Commercial & Fleet Director*

*2500 Wildcat Dr., Lincoln, NE 68521*

*Cell-402-617-4521*

**Because People Matter...**

We will serve your needs by always doing what is right.



**LINCOLN NORTH**

2500 Wildcat Drive  
Lincoln, NE 68521  
402 458 9800

**LINCOLN SOUTH**

3201 Yankee Hill Road  
Lincoln, NE 68512  
402 464 0661  
*(Opening Fall 2011)*

**GRAND ISLAND**

120 Diers Avenue  
Grand Island, NE 68803  
308 384 1700

**ST. JOSEPH**

2207 North Belt Highway  
St. Joseph, MO 64506  
816 383 8000

Finance Committee (Burklund-chair, Heyen, Lange)

Negotiations Committee (Benes-chair, Heyen, Matulka)

Policy Committee (Benes-chair, Heyen, Wiig)

Old Business

New Business

Discuss, Consider and Take Necessary Action to Approve the memorandum of understanding between the RCEA and the Board of Education regarding the co-curricular salary schedule.

Motion by Lange, second by Brase to approve the Memoranda of Understanding between Raymond Central Education Association and Raymond Central Board of Education regarding Event Workers and the Co-Curricular Salary Schedule. RCV 5-0. Motion carried.

**Memoranda of Understanding Between**  
**Raymond Central Education Association**  
**And**  
**Raymond Central Board of Education**

I. Introduction: This MOU is necessary and has been created to address:

- Item 1: Clarification and rewording of Event Workers pay in the Master Contract
- Item 2: Creation and placement of Scorevision pay on Appendix B
- Item 3: Clarification for BB for Boys & Girls Basketball denoting 2 coaches on Appendix B
- Item 4: Addition of Girls Wrestling head coach and 1 assistant positions to Appendix B
- Item 5: Addition of JH Girls Wrestling head coach and 1 assistant positions to Appendix B

II. Purpose: The following items need to be added/changed on the Master Contract 2025-2027:

Item 1: Clarification and rewording of Event Workers pay in the Master Contract

- A. Currently the wording is located in Section 1 Line F and states: "Event workers shall receive \$15 per hour for up to five hours. In the event that there is an activity that needs to be staffed, the Activities Director will first notify certified staff and ask for positions to be filled. If positions are not filled, the Activities Director will assign certified staff to fill those activity staffing positions. Compensations will apply."

Admin has proposed a change for Event Worker pay and requests that the wording be changed to: "Event workers shall receive a flat rate of \$15 per hour, based on average time required for each job and activity. In the event that there is an activity that needs to be staffed, the Activities Director will first notify certified staff and ask for positions to be filled. If positions are not filled, the Activities Director will assign certified staff to fill those activity staffing positions. Compensations will apply."

Example: If a high school volleyball night has 3 matches, it takes approximately 4 hours so the pay will be \$60. If the night is one match, it takes approximately 2 hours and the pay will be \$30.

- B. Rationale: A flat rate allows for a more accurate annual budget. This will also create more consistent pay for workers based on time required to do each job. Workers will also be more aware of what pay to expect for each job completed.

Item 2: Creation and placement of Scorevision pay on Appendix B

- A. Previously, Mrs. Newman was assigned the task of Scorevision creating when she was under the FBLA Assistant position. However, she is no longer an FBLA Assistant. She still does manage the creation and application of Scorevision material. Thus, the RCEA proposes adding a paid position titled Scorevision to be placed on Appendix B under Category VI.

- B. Rationale: This allows Mrs. Newman to continue to be paid for a service she is providing for RCPS while also creating a position that is solidified on the contract and thus paid appropriately. Since Scorevision is done throughout the year, it is similar to Yearbook, even though Scorevision isn't done on a regular basis. Thus, Category VI is a fitting placement.

Item 3: Clarification for BB for Boys & Girls Basketball denoting 2 coaches on Appendix B

- A. Currently, on Appendix B, Basketball is listed in Category I. However, it is only listed as "Basketball" without a clarification that this actually includes 2 separate positions. We currently have both an active Boys team and an active Girls team. Therefore, the RCEA proposes that we add the following verbiage to Appendix B to clarify that these are separate positions.
- B. Clarified wording and Rationale: The RCEA proposes separating these positions on Appendix B to have separate line items for both Boys Basketball and for Girls Basketball. This will clarify that there are two (2) Head positions available, each allowing for two (2) Assistant coaches for each position.

Item 4: Addition of Girls Wrestling head coach and one (1) assistant positions to Appendix B

- A. Currently, on Appendix B, there is only a titled position of "Wrestling." As we currently have both an active Boys wrestling team and an active Girls wrestling team, the RCEA proposes the following verbiage change to Appendix B to add that additional position.
- B. Clarified wording and Rationale: The RCEA proposes adding the word "Boys" to the currently listed Wrestling position in Category I. In addition, the RCEA proposes to add "Girls Wrestling to Category II" with the addition of one (1) assistant coach. This would allow clarification to the contract for an already paid position and add an assistant coach for a growing team. The RCEA stipulates that as the Girls team is a newly added team to our roster and as such is still smaller in number, being in Category II for the time being is acceptable, but that we can look at moving this position to a new Category as the team grows.

Item 5: Addition of JH Girls Wrestling coach and NO assistant positions to Appendix B

- A. Currently, on Appendix B, there is only a titled position of "Jr High Wrestling." As we currently have both an active Boys wrestling team and an active Girls wrestling team, the RCEA proposes the following verbiage change to Appendix B to add that additional position.
- B. Clarified wording and Rationale: The RCEA proposes adding the word "Boys" to the currently listed Jr High Wrestling position in Category IV. In addition, the RCEA proposes to add "Girls Wrestling to Category IV" with NO assistant coach. This would allow clarification to the contract for a newly paid position. As there are only six (6) girls currently on the team, one head coach is sufficient for now, but this does include the possibility of adding an assistant coach in the future for a potentially growing team.

**Appendix B**  
**Raymond Central Public Schools/Raymond Central Education Association**  
**2025-2026 Co-Curricular Salary Schedule**  
(Adopted by Board of Education June 11, 2025)

Category I	1st	2nd	3rd	4th	5th	Assistants	1st	2nd	3rd	4th	5th
Basketball-Boys	12	13	14	16	18	2	6	7	8	9	11
Basketball-Girls	12	13	14	16	18	2	6	7	8	9	11
Football	12	13	14	16	18	3	6	7	8	9	11
Track	12	13	14	16	18	3	6	7	8	9	11
Volleyball	12	13	14	16	18	2	6	7	8	9	11
Wrestling-Boys	12	13	14	16	18	2	6	7	8	9	11
Speech	12	13	14	16	18	2	6	7	8	9	11
Band	12	13	14	16	18						

Category II	1st	2nd	3rd	4th	5th	Assistants	1st	2nd	3rd	4th	5th
Baseball	9	10	11	13	15	2	4	5	6	7	8
Softball	9	10	11	13	15	2	4	5	6	7	8
Vocal Music	9	10	11	13	15						
Wrestling-Girls	9	10	11	13	15	1	4	5	6	7	8

Category III	1st	2nd	3rd	4th	5th	Assistants	1st	2nd	3rd	4th	5th
Cheer	5	6	7	9	11	1	4	5	6		
Cross Country	5	6	7	9	11	1	4	5	6		
FBLA	5	6	7	9	11	2	4	5	6		
FFA	5	6	7	9	11	1	4	5	6		

Category IV	1st	2nd	3rd	4th	5th	Assistants	1st	2nd	3rd	4th	5th
Jr High Basketball (2)	3	4	5	7	9						
Jr High Football	3	4	5	7	9	1	2	3	4	5	6
Jr High Track	3	4	5	7	9	2	2	3	4	5	6
Jr High Volleyball (2)	3	4	5	7	9						
Jr High Wrestling-Boys	3	4	5	7	9	1	2	3	4	5	6
Jr High Wrestling-Girls	3	4	5	7	9	1	2	3	4	5	6
Dance	3	4	5	7	9						
SkillsUSA	3	4	5	7	9	1	2	3	4	5	6
One Act	3	4	5	7	9	1	2	3	4	5	6
Spring Play	3	4	5	7	9	1	2	3	4	5	6
Mock Trial***	3	4	5	7	9						
Jr High Speech	3	4	5	7	9						

Category V	1st	2nd	3rd	4th	Assistants	1st	2nd	3rd
Destination Imagination***	3.5	5	7	8	1	2	3	4
Unified Bowling	3.5	5	7	8	1	2	3	4
Unified Track	3.5	5	7	8	1	2	3	4

Category VI	1st	2nd	3rd
Junior Class Sponsor	2.5	3.5	4.5
Quiz Bowl	2.5	3.5	4.5
Scorevision	2.5	3.5	4.5
Yearbook	2.5	3.5	4.5

Category VII	1st	3rd
Senior Class Sponsor	0.8	0.15
JH Student Council	0.8	0.15
SH Student Council	0.8	0.15
Art Club	0.8	0.15
Spanish Club	0.8	0.15

Category VIII	1st	3rd
7th Grade Sponsor/JH SC Asst	0.4	0.8
8th Grade Sponsor/JH SC Asst	0.4	0.8
9th Grade Sponsor/SH SC Asst	0.4	0.8
10th Grade Sponsor/SH SC Asst	0.4	0.8
National Honor Society	0.4	0.8

Category IX	1st
TeamMates	3

Category X	1st
Teacher Leadership Committee	\$500

Coaches/sponsors who sign up to work in the weight room over the summer can be paid \$10.00/hr for either writing a workout or supervising the weightroom. No more than three coaches will be paid at a single time.

Total money paid to coaches/sponsors in summer weights cannot exceed \$4,500.00/year.

Discuss, Consider and Take Necessary Action to Approve Snow Removal Bids

Motion by Heyen, second by Benes to approve snow removal bids from Haxton Excavating and Grading at Valparaiso Elementary for \$425.00 per event; and from Metzger Property Solutions at Ceresco Elementary for \$400.00 per event. RCV 5-0. Motion carried.

Jared,

Valparaiso snow removal for the elementary school upon accumulation of two inches unless requested will be cleared by 6am, unless school is cancelled the snow will be pushed at the end of snowfall. The following areas will be cleared; parking areas front, rear, along the roadway, courts, and sidewalks surrounding the property. Price per push will be \$425.00. return pushes will be billed at the same rate of \$425.00.

Thanks for your consideration, please let me know at your earliest convenience if this bid is accepted as our schedule is filling up fast.

--

**Rick Haxton**

**Owner**

**402-217-9616**

[Haxtongrading@gmail.com](mailto:Haxtongrading@gmail.com)



**Excavating and Grading LLC**  
Valparaiso NE  
**402-217-9616**

**Metzger Property Solutions**  
520 Elm St  
Ceresco, NE 68017-4170 USA  
4024325913  
metzgerpropertysolutions@gmail.com



## Estimate

### ADDRESS

Raymond Central Public  
Schools  
114 3rd St  
Ceresco, NE 68017  
Unites States

**ESTIMATE #** 1036  
**DATE** 10/07/2025  
**EXPIRATION DATE** 11/30/2025

DATE	SERVICE	DESCRIPTION	QTY	RATE	AMOUNT
10/07/2025	<b>Snow Removal - Ceresco Elementary School</b>	Snow removal of parking lot, basketball court, and sidewalks. Price is per hour, but will not exceed \$400 per snow event.	1	135.00	135.00

Make checks payable to:  
Metzger Property Solutions  
PO Box 446  
Ceresco, NE 68017

TOTAL

**\$135.00**

Thank you for shopping local and I look forward to working with you!

Accepted By

Accepted Date

Discuss, Consider and Take Necessary Action to approve a resolution that establishes option enrollment capacities.

Motion by Brase, second by Heyen to approve Resolution 5006A and Appendix 1 outlining the 2026-2027 Option Enrollment Program Capacities. RCV 5-0. Motion carried.

**RESOLUTION**

**WHEREAS**, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications by October 15th for the following school year; and,

**WHEREAS**, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs for the following school year; and,

**WHEREAS**, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

**NOW, THEREFORE, BE IT RESOLVED** that the Option Enrollment Policy presented to the School Board as Policy 5006, and Appendix "1" to such Policy 5006, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 5006, and Appendix "1" to such Policy 5006, are repealed effective on the date of the passage of this resolution,

**BE IT FURTHER RESOLVED** that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 5006, and Appendix "1" to such Policy 5006 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

**BE IT FURTHER RESOLVED** that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

The above Resolution, having been read in its entirety, member \_\_\_\_\_ moved for its passage and adoption, member \_\_\_\_\_ seconded the 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 Resolution having been consented to and approved by a majority of the members of the School Board, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

**DATED** this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

**LANCASTER COUNTY SCHOOL DISTRICT 55-0161  
a/k/a RAYMOND CENTRAL PUBLIC SCHOOLS**

By: \_\_\_\_\_  
President

Attest:

\_\_\_\_\_  
Secretary

### Appendix “1” to Option Enrollment Policy

The following is Appendix “1” to Policy 5006 for the current school year. The Board of Education hereby sets forth the maximum number of option students for the current school year in any program, class, grade level or school building or in any special education programs operated by this school district, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Any program, class, grade level, or school building which is at capacity at the time of application is hereby declared unavailable to option students due to lack of capacity.

<b>PROGRAM</b>	<b>SECTION/ BUILDING CAPACITY</b>	<b>PROJECTED ENROLLMENT</b>
Kindergarten	21	50
First	21	52
Second	21	52
Third	22	44
Fourth	23	54
Fifth	23	44
Sixth	65	56
Seventh	65	55
Eighth	65	55
Ninth	70	54
Tenth	70	55
Eleventh	70	57
Twelfth	70	63

\* Special education capacity will be determined on a case-by-case basis in accordance with state law and the available resources as determined by the District’s Director of Special Education or designee.

Discuss, Consider and Take Necessary Action to Approve the purchase of a 2027 International Bus for \$139,875.

Motion by Benes, second by Lange to approve the purchase of a 2027 Handicap Accessible International Mid-Bus at a cost of \$139,875.00. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to Approve the purchase of a 2025 Ford Transit for \$67,182.

Motion by Brase, second by Benes to approve the purchase of a 2025 Ford Transit Passenger van at a cost of \$67,182.00. RCV 5-0. Motion carried.

Discuss, Consider and Take Necessary Action to Approve to surplus both 2014 Ford Passenger Vans.

Motion by Benes, second by Heyen to surplus two 2014 passenger vans. RCV 5-0. Motion carried.

Next Regular Board Meeting

The next regular Board of Education Meeting will be held Wednesday, November 12, 2025.

Adjournment

Motion by Benes, second by Lange to adjourn the meeting at 7:03 PM. RCV 5-0. Motion carried.